The Times Higher Education Supplement

June 11, 1982 No 501 Price 45p

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Published by Times Newspapers PO Box 7, 209 Gray's Inn Road London WC1X 8EZ, England. Typesetting by ComputerGraphics, 37-41 Compton St. London EC1, and printing by Northampton Mercury Co. Ltd. Upper Mounts, Northampton NN1 3HR. Friday June 4, 1982. Registered as a newspaper at the Post Office. ISSN 0049-3929.

TIMES PAST THE TIMES

HIGHER EDUCATION SUPPLEMENT
200 Gray's Inn Road, London WC1X 8EZ. Telephone 01-837 1234

From Suez to San Carlos

Perhaps future historians will see the period from 1956 to 1982 as a time when Britain tried with only moderate success to build a modern society at home and to find a new role in the world. These 26 years, bracketed by one unsuccessful foreign adventure at Suez and another so far successful foreign action in the Falklands, may appear in retrospect as a period when we tried to re-order our relationships at home and abroad, allowing the memory of our peculiar glories to fade and encouraging instead a mood of anational modernism. In a sense perhaps we ceased during this quarter of a century to be quite so English. But just as Suez subverted and even suppressed traditional values of Englishness, so the Falkland Islands crisis may resurrect these submerged values and undermine in turn the shallowly-rooted modernist and even cosmopolitan values that thrived in the years between.

Suez, and now the Falklands, are just episodes, breaks in the normalcy of national life which are soon forgotten or repaired. Within a few weeks or months we are back with the economy, unemployment, and the rise (and fall?) of the SDP. But they are symbolic episodes deeply suggestive of the powerful continuity of subterranean values and attitudes which normalcy can hide from view. Looking back, Suez appears like a cultural trigger which set off a wave of new thinking in areas far removed from international relations or strategic policy. In the same way the Falklands crisis in the perspective of history may appear to have been an equally crucial episode but with an opposite effect, a symbol of resistance to the modest modernism which only a few years ago seemed to be the only available path for post-imperial Britain.

The revolution in national values so dramatically symbolized by Suez took two forms. At first in the late 1950s and 1960s it was inwardly directed towards the building of a new Britain in which hedonism and welfare statism were incongruously combined. Motorways, tower blocks, Seebohm social services, Carnaby Street, Plowden primary schools, the Beatles, perhaps even the Robbins expansion of higher education were its jumbled ingredients.

Later this revolution took the outwardly directed form of a re-ordering of Britain's relations with the world. Decolonization was completed in a rush in the 1960s to be followed by a turn away from the old white Commonwealth and, more ambiguously but more significantly, from the Atlanticism of the Kennedy Camelot years. Without obvious enthusiasm and with many backward looks Britain joined the Common Market. Neither aspect of this post-Suez revolution, the inward nor the outward thrust, was ever completed. The uneasy alliance of materialism "you've never had it so good" or the white-hot technological revolution and welfare statism (Croslandite Labourism) fell apart under the pressure of austerity in the later 1970s, each element going its own way antagonistic to the other. The right lost its faith in a managed Keynesian economy and the benign social policy that such a faith implies, while the left seemed at times to degenerate into a front for the powerful coalition of special interests in the large public sector that was the product of Labourism. In our external relations a similar retreat can be observed. The European relationship has come under increasing, possibly breaking, strain.

Political life reflected these secular trends in British society. In both major political parties the traditionalists, whether the grouse moor or the Jarrow variety, were displaced by managerialists. Looking back there seems little to separate the Wilsonian technocrats from the Heathite managers. Both had a clear commitment to modernity; neither paid any more attention to the rooted traditions of their parties than political expediency required. The first Wilson government provided a happy climate for business expansion, while the Heath government managed the economy with almost reckless Keynesianism and presided over a very rapid expansion of the welfare state.

Today it is fashionable to criticize the politics of consensus and to argue that between the late 1950s and the early 1970s successive governments encouraged a comfortable but short-sighted complacency. Mrs Thatcher and Mr Benn, this argument runs, in their very different ways are offering clear alternatives which do not try to fudge the difficult choices that Britain faces. In fact an exactly opposite interpretation is more plausible, that the governments of the 1960s and 1970s tried against the grain of national culture to build a modern society and that both Mrs Thatcher and Mr Benn far from being more radical have abandoned that difficult task and have retreated into the bunkers of their respective traditions.

What seems to be happening, and what is so dramatically symbolized in the fighting in the Falklands, is a powerful reassertion of the peculiarity of the English. Ten years ago our political and social life seemed to be converging to some late twentieth-century western European/mid-Atlantic norm. Today there seems to be a drifting apart. Britain's falling out of love with Europe, therefore, is not the product of bureaucratic bungling or of containable disagreements about policy, but a reflection of deep cultural differences between the English and their neighbours. However close they may appear in their social particulars.

Whether this reassertion of Englishness, this renewed standing apart, goes deeper and is also a rejection of modernity is an even more significant question – and one of especial relevance to higher education. Our present system of higher education is very much a vehicle of modernity. Our universities, polytechnics, and colleges are in a particular sense the product of post-Suez Britain. Their inherent commitment to intellectual rationality was powerfully reinforced by the national mood of social rationality in a Britain which seemed to be trying to redefine its historical experience in terms compatible with the building of a modern society.

So the Falklands crisis has symbolic implications that go far deeper than the obvious public expenditure consequences to which Professor Randolph Quirk, the vice chancellor of London, referred in a recent speech, or even that it has made it much more likely that the Conservatives can win the next general election and so extend their rule almost into the 1990s. Its most significant consequence may be that it will quicken a national mood as Suez did in an opposite sense a quarter of a century ago, a mood that is a far more complex phenomenon than the anti-slogan of "Thatcherism" can describe. It is perhaps this growing mood of nostalgia for pre-modernity, for familiar tradition, for the peculiarity of the English, as apparent on the left as on the right, which is the most formidable challenge to higher education. Once universities could march comfortably to the rhythm of Englishness; our post-Robbins and post-Crosland system perhaps has to give its first allegiance to values of a much broader and more modern culture.

Higher education, of course, cannot place itself in a position of clear opposition to the mood of the nation. Nor can it ignore such a mood which is an infallible and enveloping context in which it will be judged. The issue cannot be wished away: how can a higher education system very much committed to rationality and to modernity thrive in a nation more in love each day with the nostalgia of Housman's "blue remembered hills"?

Laurie Taylor

"Oh yes. Pretty straightforward this one, I thought. One of those which *more or less marks itself.* Definitely second class in my opinion. No hint of anything first rate."

"Absolutely. Second class written all over it."

"And, on the whole, I thought it was more or less in the *lower* second bracket. Rather lower-secondish feel to most of it."

"No doubt about it. Very lower-ish."

"And really when you got down to it, rather middle lower-secondish. Not any higher than that – not as it were moving at all towards a borderline upper, but then on the other hand quite clearly a good distance away from anything resembling a borderline third."

"Middle lower second?"

"Yes, I thought so."

"Smack in the middle?"

"Yes. On the whole. Middle middle lower second."

"Mmmm."

"You've gone a bit higher, have you? Sort of upper middle lower second?"

"No. Quite the contrary. I mean, I'm very much with you on the lower second and agree that it's not at all borderline in any way – but quite honestly I've gone much more towards the lower part of the middle – sort of lower middle lower second."

"Yeees. I just don't think it's got the sort of quality that you'd expect from a good solid middle lower second."

"I must disagree with you quite profoundly. I thought it had *just* that sort of quality. You know, a certain robustness and honesty which was very very middle lower. Not much depth of course – I mean you don't expect it at this level – but a certain weight. A certain weight."

"Well, you surprise me. I found that it was just . . . well . . . may I speak frankly?"

"Please do. Please do."

"Well, I found it just a little on the thin side of things."

"Thin?"

"No, not *'thin'*. Thinnish. On the thin side of things."

"How very odd. Still, what's your actual mark?"

"I've gone straight for a 53 here."

"Fifty-*three*?"

"Yes."

"Plumb in the *middle of the lower* middle lower second? Not at all borderline?"

"No, I'm afraid not. And you?"

"Well, as I say, I'm right in the middle middle here. Smack on 55."

"That looks like a straight disagreement then?"

"Yes, I'm afraid so. No two ways about it."

"One for the external?"

"Yes, I think so."

"Right. Shall we move on?"

"Yes indeed."

"Well, perhaps we can get a bit more agreement here. What did you think of this candidate's answer to the *second* question?"

Union with a view

For the second time in recent weeks, the main point of controversy at a teachers' conference has been whether to affiliate to the Campaign for Nuclear Disarmament. This time, however, the decision of the National Association of Teachers in Further and Higher Education was to go ahead and join despite warnings of disaffection among the membership as a result.

Both Natfhe and its predecessor, the Association of Teachers in Technical Institutions, have a tradition of taking a lead in delicate political areas. The ATTI was the first of the teachers' unions to join the Trades Union Congress, while Natfhe itself affiliated to the Anti-Nazi League in its heyday. However, the CND decision will remain a landmark for the union even if it goes unnoticed in the Ministry of Defence and costs only a nominal £25 membership fee.

The reason is that affiliation required a positive decision, involving a change of rule, to enable the union to pursue political objectives, short of identification with a particular political party. That a rule change should have been necessary to join such a broadly based organization as CND and not the much more political ANL is a matter of legal nicety, but the principle has now been established. The affiliation is bound to upset a proportion of the membership, although the consequences are likely to be rather less dramatic than some opponents of the move have predicted.

But Natfhe members should not think because the issue has attracted the lion's share of publicity that it dominated the conference or that professional questions were neglected. Delegates in Newcastle played it strictly by the book, rejecting a proposal to debate CND at the start of the conference. Indeed, discussion, when it came, was surprisingly brief and by no means overshadowed the universal concern over cuts in higher education or Natfhe's role in the National Advisory Board.

Before to come, the decision over CND may be seen as a responsible one which freed the union from unnecessarily narrow restrictions. Whatever the merits of the dissenters' case, a modern union should be able to reflect the concerns of its members on the issues they consider most important. While no one would wish to see a proliferation of unions along party lines, some "political" activity is inevitable if Natfhe is to concern itself with the world beyond the lecture theatre.

Overseas fees: Government promises review

by John O'Leary

A full review of the Government's policy on overseas students was promised this week in an initial response to a report by the Overseas Student Trust recommending a new package of awards and concessions directed at aid, trade and dipomatic objectives.

But Mr Francis Pym, Secretary of State for Foreign Affairs, ruled out the possibility of new money to finance a change in policy. The report had called for £15m to be found, in addition to £20m redirected from other spending programmes.

His statement, in answer to a written question from Sir Anthony Kershaw, chairman of the Select Committee for Foreign Affairs, seized upon this report's backing for the concept of full-cost fees as justification for the continuation of the basic principles of current policy.

In a five-point reply to proposals made in the report, *A Policy for Overseas Students*, written by Professor Peter Williams, of London University Institute of Education, Mr Pym put on record the Government's recognition of the importance of overseas students for educational, economic and foreign policy reasons.

He said he was glad that the trust accepted that there could be no return to "indiscriminate and open-ended subsidy" and supported the idea of awards schemes targeted at particular groups of students. He agreed that quotas were not desirable as a means of regulating numbers and that fees should be used instead.

Both the reallocation of existing Government money and the development of schemes involving other governments and the private sector were to be examined further. The report's other main recommendation, that institutions should be free to set their own fees, was merely noted and would also be the subject of further study.

The project, which had received full Government cooperation since the planning stage, was described by Mr Pym as "a comprehensive and constructive contribution to the development of policy". But he made it clear that the trust had been advised at the outset that no new money would be available.

The report, which was almost 300 pages long, had a mixed reception from those most closely involved with overseas students. The National Union of Students described it as shifting the emphasis of policy to naked self-interest, rather than concerning itself with Britain's responsibilities. The trust had not been the appropriate body to carry out a review of policy and had told the Government what it wanted to hear.

A statement by the British Council welcomed the report and favoured the introduction of targeted award schemes, but said that new patterns of support should not be at the expense of existing schemes of proven value and effectiveness.

The United Kindom Council for Overseas Student Affairs said the proposals represented the very least the Government should do to make good some of the damage caused by its present policy. It was seeking meetings with ministers to try to ensure that action was taken urgently.

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Research 'seriously impaired'

by Paul Flather

Research in universities has been under strain for several years and is now being seriously impaired by Government spending cuts, says a report published this week and now being studied by education ministers.

The report from Sir Alec Merrison's working party endorses the current system of funding university research on a dual basis through the University Grants Committee and the five research councils. Sir Alec is chairman of the Advisory Board for the Research Councils.

The working party, drawn from the UGC and the ABRC, says the dual funding system is impressive and should be retained. "We know of no alternative which would be more suitable for the country's needs," it says.

The working party felt its task was not to design a new structure but to propose ways of adjusting the present one to accommodate current economies.

"Initial reaction has been disappointment, even sadness that while the strains in the system have correctly identified, far-researching and more definite reforms are not put forward.

The two most important recommendations are that all universities should set up their own research committees to plan the balance and increase specialization of research, and that special efforts to recruit new blood to ensure the vitality of certain areas of teaching are essential.

The report says: "Whatever research is done should be of high

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Validating councils join forces

by Patricia Santinelli

The Technician Education Council and the Business Education Council are to merge and become a very powerful force, validating courses for more than 500,000 students in 500 colleges.

The decision was taken last wek at separate meetings of the two councils.

Next week they begin a consultative exercise in which they will seek the opinions of all interested parties: the colleges; the National Association of Teachers in Further and Higher Education; the CBI and TUC; and others, on their decision.

The councils have not yet sought approval from the Secretary of State for Education but it is thought the Department of Education and Science would welcome the merger as it would provide a strong balance to the growing influence of the Manpower Services Commission.

A main reason for the merger is thought to be the imminent retirement of Mr Francis Hanrott as chief executive of the TEC. Another is that when the Haslegrave Committee report recommended the setting up of the two councils in 1969, it foresaw that eventually there would be one council.

Rationalization of administrative and educational operation procedures would make for a stronger and more effective body with a more visible public and political profile.

TEC was created in 1973 when it began to take over a proliferation of courses awarded by 25 joint committees, the City and Guilds of London Institute and the regional examining bodies. This process is nearly complete but a small number of HND courses in engineering. The council is now self supporting and in September expects to have a surplus of £750,000. It has some 260,000 students.

BEC was created in 1974 to develop a unified national pattern of courses in business and public administration below first degree level. From late 1975 it accepted responsibility for awards administered by a variety of bodies in the field as well as certificates in distribution and office studies. This process is now complete and the council has around 250,000 students and last year had a surplus of £250,000.

The Bishop of Leicester the Right Reverend Richard Rutt can cope with the draughtiest of churches since he received a thick knitted cope from Leicester Polytechnic's school of textile technology. A member of Oadby's Church's embroidery group admires the design which incorporates the diocesan arms and was made on a Digitex computer-aided machine. The polytechnic plans to set up a textile institute linked with Loughborough University and five local further education colleges to coordinate textile design, training and technology. Local industry is enthusiastic about the idea which will fill the gap left by the demise of the Textile Industrial Training Board.

Chelsea joins London merger talks

by Ngaio Crequer

Chelsea College could join the proposed merger of King's and Queen Elizabeth colleges, in London, to make one institution, operating on a Strand/King's Road axis.

The proposal was put to the King's/QEC confidential joint planning group, by Professor Randolph Quirk, vice chancellor of London. It is understood that Professor Quirk, who is also strongly backing the proposed Bedford/Royal Holloway merger, had already discussed the proposal with Sir Neil Cameron, King's principal.

Professor Quirk said a merger involving three colleges could offer advantages. The third institution he had in mind was Chelsea. It would be easier for the three colleges to combine on two sites, selling off the third site than for two colleges to combine into one site.

He said Chelsea had vacant land and the Chelsea Marjohn site would be available for "decanting purposes". But the long-term objective would be a single college on the Strand/Somerset House site.

Members of the group told him there was a danger that this would be seen as an amalgam of small institutions. Professor Quirk replied that the university had to consider the practicability of mergers and had looked at colleges with spare space.

He stressed that the administrative savings of the two college merger would only meet 70 per cent of the costs of rebuilding. The major savings would come from staffing, he said.

He said the Bedford/RHC merger was to be funded by the sale of the Regent's Park leases and possibly some land at Egham. After the vice chancellor left the meeting the group expressed the view that they would not rule out the possibility of bringing in a third institution at a later stage. This week the two colleges reaffirmed their intention to merge.

There is no doubt that Chelsea would be very interested in a merger with King's and Queen Elizabeth Colleges especially as it has drastically reduced its size and the trend is for five major sites.

Meanwhile Birkbeck College is considering seeking direct funding, either from the University Grants Committee or the Department of Education and Science.

A paper written by senior lecturer Dr John Jennings, has been examined by the governors, who have sent an agreed letter putting the pros and cons to the principal of the university, but leaving their options open.

Courses to close after review

Three courses will close this year and another 197 will be scrutinized further before approval is granted for 1983 as a result of the National Advisory Body's review of weakly recruited courses.

The board of NAB decided this week that three subject areas need particular examination in the light of the Department of Education and Science survey of 400 courses failing to meet target numbers. They are textile technology (which had 27 courses listed), town planning (44) and nautical studies (58).

In addition, 68 courses which were judged to have no obvious special circumstances demanding their retention are to be reexamined over the coming year.

Of the five courses under consideration for immediate closure, two were found to have been withdrawn already. The institutions and local authorities concerned agreed to the closure of two more and no replies were received to inquiries about the fifth, which is also to be recommended to the DES for closure.

The committee of NAB, chaired by Mr William Waldegrave, under secretary for higher education, was holding a special meeting last night to rush through a proposed circular lifting the moratorium on new courses in colleges and polytechnics. A draft was cleared by the board on Tuesday and is expected to go Sir Keith Joseph, Secretary of State for Education, for approval today.

Accelerated procedures to be adopted by validating bodies and the Inspectorate would enable a limited number of courses to be approved to start in the autumn, subject to existing resources.

The board also accepted proposals for future planning to be conducted on the basis of "institutional scenarios" in which colleges and polytechnics would be invited to make plans for a range of hypothetical cuts. Details of the procedure are to be reconsidered at next month's meeting.

● NAB has now moved into permanent offices at Metropolis House, 39-45 Tottenham Court Road, London W1. Telephone 01-637 1132.

News in brief

Scholarships in danger

Industry has raised little more than half the £225,000 needed to continue the National Engineering Scholarships Scheme, which was launched jointly with the Department of Education and Science in 1978. A further £100,000 is needed to save the scheme.

Sir Peter Matthews, chairman of Vickers Ltd and president of the Engineering Employers Federation, launched an appeal yesterday to make good the shortfall. He has written to chairmen of more than 200 major engineering and manufacturing firms seeking contributions.

Industrialists' contributions are matched pound for pound by the Government in order to provide tax-free scholarships of £500 to 300 outstanding engineering students. If the appeal is not successful, the scheme may fold.

Prodigy protest

The controversy over a proposed ban on child prodigies entering Oxford University except with special dispensation flared up again this week with the publication of a "flysheet" urging all dons to vote against the ban.

Dr Glenys Luke, a mathematics fellow at St Hugh's College, where Ruth Lawrence from Huddersfield has won a place to study next year at the age of 12, supported by 13 other dons, says Oxford tutors are concerned with the overall cultural and social development of their pupils and not myopically preoccupied with their *own disciplines.*

Antibody boost

The Science and Engineering Research Council has awarded its first biotechnology grant for co-operation between a university department and an industrial company, to a joint project between Birmingham University and Unilever. The £121,863 is for Birmingham's Chemical Engineering Department, and deals with increasing production of antibodies to an industrial level.

London gets U3A

Academics will launch a University of the Third Age in London this year to provide part-time study opportunities for older people. It will be run by a consortium of institutions including London University department of extra-mural studies, Middlesex Polytechnic and the Polytechnic of North London, and modelled on the existing U3A in Cambridge.

Cult following

Moonies, the Divine Light Mission and the Children of God are among the post-war British cults to be studied by the Centre for New Religious Movements at Kings College, London. The centre will collect information on new religions for academic research, parents, teachers and community relations leaders.

Dons refuse

For the third year running Oxford University dons have thrown out a proposal for overseas students to be charged fees that are higher than the Government minima. In a postal ballot the proposal was lost by 662 votes to 335. Last year the vote was 639 to 332 against.

Talks on funds

Nottingham University council has set up a working party with student union representation to examine the future approach to student union finance. The move follows rejection by the union of the resignations of its president and treasurer over the way union finance has been handled over the past few months.

Police on campus

A joint programme in police training has been set up by Loughborough University of Technology and Leicestershire police. All tutor police constables will receive a two-week training course at the university including a section on "interpersonal relations".

Rival unions take pickings after Natfhe's nuclear fall out

by David Jobbins

Rival unions are losing no time in exploiting the decision by the annual conference of the college lecturers' union to affiliate to the Campaign for Nuclear Disarmament.

But the National Association of Teachers in Further and Higher Education rejected suggestions it was being inundated with resignation threats, although it declined to say *how many had been received.*

Opponents of affiliation to CND and of the rule change which permits pursuit of non-party political objectives had emphasized the risk of resignations and the opportunities this would give to rival unions such as the Association of Polytechnic Teachers and the National Association of Schoolmasters/Union of Women Teachers.

Both APT and NAS/UWT are greedy to mop up disaffected Natfhe members. APT's national secretary Dr Tony Pointon declined to admit that the non-TUC affiliated union would exploit the CND decision. "But we will lose no opportunity in publicizing it," he said.

The NAS/UWT, which earlier this year warned it might have to tear up its membership agreement with Natfhe, last week circulated colleges and schools with recruiting leaflets stressing its non-political stance.

The leaflet says that the union's resources and energy are directed towards pay and conditions, a policy supported by its members as "realistic and sensible."

It adds: "Unilateral nuclear disarmament, reintroduction of capital punishment and the availability of abortion are clearly important moral and political issues but the NAS/UWT does not discuss or formulate policies on such topics."

Natfhe is already affiliated to the *National Abortion Campaign.*

"We have had a handful of letters and a few telephone calls," a Natfhe spokesperson said when asked about claims that the union had more than 30 telephone calls in two days after conference.

The response from members is being monitored in an exercise similar to the aftermath of the decision by the union's predecessor, the Association of Teachers in Technical Institutions, to affiliate to the TUC. Then only 17 resignations attributable to the decision were received.

"The association will be responding to every letter it gets: we shall be pointing out that members would be very unwise to resign," the union said.

Individual branches were told they had the right to decide whether to affiliate, and opponents could challenge moves at this level.

NUPE members protest at Owens Park

Consultants considered for student catering contract

Controversial proposals to privatize catering services in Europe's largest student residence complex were put to Manchester University council this week. The services would be taken over by the Grand Metropolitan group, which acted as consultant when the possibility of privatization was investigated.

Grand Met would initially be awarded a five-year contract and would also run bars and vacation conference business.

But the proposals have run into stiff opposition from the National Union of Public Employees whose 140 members at Owens Park staff the services at present. They staged a one-day strike with a demonstration.

They fear they face compulsory redundancies and considerably worse conditions with most of the staff left going on a 30-week "term time only" contract.

The university says the Grand Met scheme will allow them to move from the present system of paying for food as an integral part of hall fees to "pay as you eat" restaurants which have been dominated by students.

But NUPE officer Mr Stan Rupa said existing staff were quite capable of providing any new service.

He said: "We have told management that we are prepared to discuss a reorganization. We are, however, totally opposed to private contractors taking over because this will mean compulsory redundancies".

The most controversial point of the proposals is that, when the future of Owens Park services was originally discussed, a working party recommended that "outside independent consultants be called in".

In the event Grand Met were engaged as consultants and are now in line for the contract.

The students' union says in a submission to the university council that the decision to award Grand Met the contract must call into question their objectivity as consultants. They describe the failure to put the services out to tender as "bad commercial practice".

A university spokesman said that there was "no obligation" to put the services out to tender. An operation on the scale of Owens Park with more than 1,000 students had to be handled by a big company such as Grand Met. Another major company approached to be consultants had turned it down, he said.

Science unit funded for another three years

An extra £1.5m to continue funding the Government's Science Assessment Performance Unit until 1985 has been agreed in principle by the Department of Education and Science.

The unit is split between the education school at Leeds University, and the centre for science education at Chelsea College, London. Both have been offered about £727,000 for the next three years.

According to Professor Paul Black of Chelsea, the money will keep the unit running at a similar level to the present, which since 1980 has involved testing 11, 13 and 15 year-olds in science every year.

The unit had applied for a three-year extension, since its five-year grant expires this year. In 1985, the unit's work is likely to be reviewed and annual testing be replaced with less frequent tests, Professor Black said.

Statistics collected by the unit are kept at Leeds, where there is also an "item bank" of tests and the work involving 15-year-olds is done. Chelsea, which covers the 11 and 13 year-olds, has already brought out its first report on scientific performance.

The extra money will enable the unit to bring in two further developments, according to the professor of educational psychology at Leeds, Professor Dennis Child.

One is to monitor changes in science performance over a period of time, which initially involves working out a system of such continuous monitoring, he said. The other is to look at the effects of the child's background on performance: the location of schools within authorities, the size of the school and the per capita grant.

Universities lose 250 courses

by Ngaio Crequer

Nearly 250 university courses have been withdrawn as a result of the Government cuts in spending, and more are on their way.

More than half the universities have notified the Universities Central Council on Admissions of courses they have withdrawn for October, 1982 entry. Many others, less advanced in academic planning, are likely to withdraw courses, though not for next year's intake.

UCCA has continually been updating schools with the information about discontinued courses. Candidates were told that if they applied for a discontinued course, they would be able to make a substitute choice if necessary.

The withdrawn courses cover the widest spectrum over the sciences, arts, and social sciences. Although the universities hardest hit by UGC cuts have withdrawn more courses than most, others have also cut a large number.

Salford has withdrawn more than 20 separate degree courses, mainly in *the sciences, as well as a large num*ber of options in other courses. Aston has withdrawn at least ten, Bradford nearly 20, St Andrews nearly 30, ten at Leeds, 16 at Surrey, 21 at Lancaster and a half dozen colleges at London have dropped 30 courses between them.

A spokesman for the National Union of Students this week spoke out against the course withdrawals. "It is frightening how quickly and quietly all this is being achieved. The much mooted furore about cutbacks in places has not materialized. All these potential students will be signing on the dole. People will only notice when parents whose children have done well at school will discover that they still cannot get in."

Mr Laurie Sapper, general secretary of the Association of University Teachers said: "This is yet another example of how the university system far from being 'restructured' is being run-down."

Youthaid warns of risk to MSC

Youthaid, the pressure group for the young unemployed, warned yesterday that the future of the Manpower Services Commission is at risk if the Government fails to accept proposals for an alternative youth training scheme,

Mr Norman Tebbit, Secretary of State for Employment is due to respond at the end of June to the MSC high level Task Group report. This proposed a voluntary training scheme for all 16-year-olds and for some 17-year-olds, who would have an allowance of £28 a week.

The task group was set up in March after Mr Tebbit's own proposals published last year in a White Paper aroused concern and anger. He put forward a compulsory scheme with an allowance of £14.40 a week. The right to supplementary benefits would be withdrawn from teenagers who refused to join it.

Clare Short, director of Youthaid, commenting in the *Youthaid Bulletin* on leaked suggestions that Mr Tebbit will insist on removing supplementary benefits, says there can be little justification for this.

She says it would endanger the scheme, as the TUC has made it clear it considers the Task Group report must be accepted in its entirety, and that withdrawal of benefit would put the whole package at risk.

Monkeys stir up trouble

by Olga Wojtas
Scottish correspondent

A Stirling University lecturer is risking prosecution by keeping monkeys on a deserted Scottish island without a dangerous wild animals licence.

Mr Arnold Chamove of Stirling's psychology department, who has been studying the behaviour of Macaque monkeys, maintains he could find no alternative home for two monkeys which were going to be destroyed by other institutions. He admits he had already put the monkeys on the 100-acre Alloa Inch in the Firth of Forth when he applied to Clackmannan District Council for permission to close in December. "I didn't ask first because I was a bit frightened of what the council would say," he said.

Mr Chamove's fears were justified. The council has ruled, after advice from a vet and Department of Agriculture and Fisheries, that it cannot grant him a licence under the dangerous Wild Animals Act and that if the monkeys are not removed, the case will be reported to the Procurator Fiscal.

Mr Chamove said the monkeys are not a health or safety hazard, since they have been shown not to have B-virus and will not escape as they are afraid of water.

But Mr Leslie Smith, Clackmannan's director of environmental health said: "The Act may be slightly Draconian, but the council has no discretion to grant a licence.

"It doesn't help Mr Chamove's case that we had the impression the monkeys were at Stirling University. We only discovered within the last four weeks that they've been on the island since last April.

Mr Chamove says "The island is ideal for them." Herbivorous monkeys are self-sufficient in summer, he says, and he has supplemented their diet in winter, helped by local firms.

Several months ago, Mr Chamove proposed Alloa Inch as a possible sanctuary for 20 Macaque monkeys which Stirling University was obliged to sell because of financial cuts.

Ministers crush extra cash hopes

by David Jobbins

Ministers are holding out no hope of extra money for the universities to allow lecturers' salaries to increase beyond the 4 per cent cash limit.

The university authorities have made clear in negotiations with the Association of University Teachers that they cannot afford more than 4 per cent, although this has not officially *been framed as a formal offer.*

The only chance has been to persuade the Government that it would be unjust for academics to suffer major salary erosion when other groups in the public sector receive more – notably the 5.8 per cent settlement for college lecturers.

But following a meeting between the chairman of committee A (the first stage of the academics' bargaining machinery) Sir Alexander Johnstone, and Sir Keith Joseph early this week, hopes of extra funds dimmed.

The two sides' formal position is that negotiations are continuing, with further talks possible towards the *end of the month. But the crucial* factor is whether 3,000 clinical academics receive the 6 per cent awarded to their National Health Service colleagues. Dr Edward Parkes, chairman of the University Grants Committee, has already intevened on their behalf, and there are signs that the gap between 4 and 6 per cent may be partly bridged from NHS contingency funds, leaving only a small fraction to be met by the university employers.

University clerical staff this week flatly rejected an offer which the vice chancellors calculate would add 3.68 per cent to the salary bill. The offer is an extra £2 a week for staff now on the lowest salary band of £2,755–3,836 a year up to an extra £5 a week for the highest of £6,486–7,473.

For the majority of university white collar staff the offer, described by *Mrs Rita Donaghy, chair of the* National and Local Government Officers Association universities committee as "diabolical," means increases ranging from 4.2 per cent to 3.7 per cent for the higher paid. Overall, officials believe it is the worst offer in the public sector.

"The loyalty of the clerical staff is being stretched to breaking point," Mrs Donaghy said. Nalgo's universities group is to discuss the response to the offer on Monday, with a withdrawal of cooperation with the employers a possibility.

Meanwhile an improved offer to manual workers is to be put to the *membership of the three unions who* negotiate through the consortium. After several hours of talks the rejected offer of £4.29 a week flat rate was increase to £4.50 on condition that the union negotiators agreed not to recommend rejection.

University technicians are already engaged in limited industrial action at a number of institutions following their rejection of a 4 per cent offer, and the pressure for a combined campaign is increasing.

Cuts 'impair research'

continued from front page

quality and properly supported, and this means universities will have to concentrate research funds into selected areas." It says the research committees should "raise awareness generally" and regularly review selected areas, but keep enough money to support "bright ideas however and wherever they originate."

Universities should also channel proportionately more of their funds into research, new sources of funds should be sought, *and links between* industry and universities, between Government and universities, and between universities themselves, should be strengthened.

The report's final recommendation is an appeal for the Government "in the national interest" to weigh the cost of providing a relatively modest amount of extra money against the damage to research which "is now precipitously close".

Data from the UGC included in the report shows that the amount spent on departmental and laboratory costs actually declined in real terms between 1971–2 and 1978–9 by 19 per cent from £53.1m to £43.1m. This amounts to a 28 per cent fall per member of staff from £1,800 to £1,300.

Report of a Joint Working Party on the Support of University Scientific Research. HMSO price £4.35.

Union backs teaching loss

University teachers this week withdrew objections to the Advisory Committee for the Supply and Education of Teachers' stance on the future of teacher training.

The committee wants an expansion of primary school teacher training but a 20 per cent cut in secondary school training over three years. It argues that a greater cut would destroy the base for future expansion.

In a letter to Sir Keith Joseph, the Association of University Teachers' representative on ACSET, Professor Bill Wallace says the committee's advice has the association's full support.

Professor Wallace last year disassociated himself from ACSET's initial advice recommending a 20 per cent cut in 1982 postgraduate teacher training intakes on the grounds that it was for economical rather than sound educational reasons.

He now supports the report because he believes the committee is beginning to seriously face up to its responsibilities such as advising better staffing in schools to provide nursery and post 16 education, enhancing the quality of teaching by lengthening training and *induction*, ensuring more in-service training provision, assisting curriculum development and improving pupil teacher ratio.

ACAS called in

The Independent Advisory, Conciliation and Arbitration Service has stepped in to try to resolve what lecturers' union leaders fear could escalate into the biggest dispute involving teacher organizations in 50 years.

Officials from the agency's Manchester office are involved in talks with education authority and union officials to take the steam out of the row which developed when 527 college lecturerss were issued with notices of dismissal and offered new contracts with increased teaching loads.

Mr Peter Dawson, general secretary of the National Association of Teachers in Further and Higher Education, this week returned dismissal notices sent to his members, together with a letter repudiating the Labour-controlled authority's attempt to break existing collective agreements.

Army plans campus invasion

by Karen Gold

The Ministry of Defence is to write to five universities, inviting them to tender for non-military teaching for the Royal Military College of Science, Shrivenham, from October 1983.

The five, including Reading, have shown interest after letters were sent to most universities, asking if their engineering faculties could accommodate the college's 100 civilian academic staff as part of the Government's reduction in civil service numbers.

Teaching civilian science to the 400-plus Army officers on first degree courses, MSc and specialist short courses, and the Army's staff course would become the university's responsibility. Shrivenham would still run the military teaching – for all its students – while degrees would be granted by the university.

An MoD spokesman said various arrangements were possible. The university could simply act as external degree examiner and take RMCS staff on secondment. Alternatively, college staff could have university contracts and students from both institutions be taught together, perhaps with all engineering students going to Shrivenham for one or two years.

Such proposals have already caused concern among staff and students at Reading, where the possibility has been mentioned in senate. Engineering department staff recently voted by only 10 to 8 to continue considering a merger which, if successful, would introduce five times as many outside staff in future votes.

Fears expressed by members of the department about military influence and restrictions, and a reduction in entrance requirements (A level grades for engineering at Reading are high) have been confirmed by the MoD, which agrees that classified work at Shrivenham would mean some foreign students could not go there.

"A proportion of officers who go to Shrivenham to read for degrees (where A level requirements are two Es) might not secure places in an engineering department in a civilian university," he said. "One of the things we have told the universities is *that this will need to continue.*"

The five letters are likely to be sent out next week, and universities are expected to offer proposals by the autumn. At Reading, the deans have already discussed the matter, and the National Union of Students and Association of University Teachers will do so shortly.

Principal resigns post

Professor Robert Haszeldine, principal of the University of Manchester Institute of Science and Technology, is to resign. His offer to take early retirement will be put to council later this month but the inquiry into the cost of his official residence, and his consultancy work, is to continue.

Professor Haszeldine, above, aged 57, principal since 1976, said the "Highbank" residence inquiry had not been a major concern in making his decision. "The character assassination campaign to which I have been subjected has had little direct influence on me, although, sadly, it may have affected others."

He said "Highbank" was peripheral to the main academic scene, which was his concern. His reluctance to adjust to a future for UMIST in which academic events were stillborn or under-financed caused him to stand down, he said.

His announcement was made midway through the conduct of a secret postal ballot of the entire UMIST payroll, in which staff were asked whether he should resign. There was a 57.5 per cent poll, 1,088 said yes, 99 said no, ten abstained and there were *five spoilt papers.*

The council inquiry was set up after criticisms made in a letter from the Comptroller and Auditor General's audit department.

Library photo sale sparks arts row

by Olga Wojtas
Scottish Correspondent

A rerun of the controversy over Glasgow University's proposed sale of its collection of Whistler paintings became likely this week after criticism of a decision to sell another collection to raise funds for the library.

The library's book budget has been cut by a fifth in the last two years and the university court hopes to raise £25,000 a year for the next three years to repair the damage. Its first contribution would come from the sale of prints and negatives by the nineteenth century Scottish photographer David Octavius Hill.

But Professor David Walker of the law faculty, president of the Friends of Glasgow University Library said: "I know full well the library badly needs money for acquiring new things, but it's a thoroughly retrograde step to raise money by selling things we've already got."

Professor Walker has written a letter of protest to the principal, Dr Alwyn Williams, on behalf of the friends of the library.

"We realise we are not as fully *cognisant of the financial problems* as the court, but we think the loss of any substantial collection from the library is undesirable," he said.

"We are concerned with items of special interest and value which are part of the library's beauty. Use is not to my mind a major criterion. A good library holds things which are rarely looked at."

Dr Michael Clanchy, an arts faculty member of the library committee, has also written to Dr Williams, criticizing the court for having taken the decision to sell the 500 negatives without consulting the library committee.

No moves have yet been made to put the collection on the market, but the principal has said it might go to the Scottish National Portrait Gallery which already has much of Hill's work.

Two years ago, Glasgow was the centre of a controversy when it announced it would have to sell several Whistler paintings to meet the shortfall in the building cost of its new art gallery.

Eventually a public appeal raised more than £380,000 to save the Whistlers.

Poly management attacked

Lecturers at the Polytechnic of Central London have attacked its "deficient" and "autocratic" management for causing a financial crisis and putting education standards at risk.

The National Association of Teachers in Further and Higher Education makes its accusations in evidence to the joint advisory committee set up by the Inner London Education Authority to investigate the polytechnic.

The lecturers claim management has manipulated resources, failed to provide the court and council with *adequate information on which to* base decisions, and refused to consult staff, resulting in an "appalling state" of industrial relations.

The union says: "In their control over resources, their conduct of industrial relations, their educational leadership, their relations with the funding authority, the present senior management is deficient."

The lecturers' remarks coincide with a highly critical audit report which blames the polytechnic's cash crisis on lack of accountability and control. This follows ILEA's decision to withold the polytechnic block grant until its problems are solved. A decision will be made at the end of the month.

The union rejects the management's recovery plan and says the freeze on appointments has damaged education standards. It urges the advisory committee to insist on no redundancies, and no loss of posts. It calls for a review of non block – grant activities which the union claims promote prestigious work at the expense of courses for more deserving sections of the community.

Ulster merger group set up

The Government is setting up a steering group to arrange the merger of the New University of Ulster and Ulster Polytechnic despite the failure of both institutions to nominate representatives.

The under secretary of state for education, Mr Nicholas Scott, *announced the names* of the four remaining independent members of the group on Tuesday. Significantly, it includes a member of the University Grants Committee, Professor Keith Clayton, professor of environmental sciences at the University of East Anglia.

The others are Mrs Naomi McIntosh, formerly of the Open University and now senior commissioning editor of Channel Four; Mr James Doherty, who has been chairman of the Western Education and Library Board since 1974; and Mr Gil Warnock, regional director of PA Management Consultants.

The *Government* has already announced that the chairman will be Sir Peter Swinnerton-Dyer, Master of St. Catharine's College, Cambridge and the vice chairman Sir Norman Lindop, former director of Hatfield Polytechnic.

Mr Scott reaffirmed the Government's intention to see the new, cross-binary university in operation by 1984 which involves prospectuses and course details being ready early next year.

Minimizing the uncertainties of staff was given as one motive for pressing on with all possible speed.

But the minister's statement was clearly intended to be conciliatory, promising maximum consultation and edging forward on guarantees about job security. It undertook "to give full account of the views of the institutions before giving formal guidance or detailed terms of reference to the steering group."

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ILEA stops free trade fees policy

by Charlotte Barry

The Inner London Education Authority is to end free trade for people *living outside the area who attend* adult education classes in central London.

The authority's further and higher education subcommittee was expected this week to set fees for all non-ILEA residents at one and a half times the standard rate for next year.

The decision will affect thousands of students living outside inner London who studied there at no extra cost up until last year. Under the free trade *scheme they paid* ILEA's *normal* evening class fee and their home authority paid a nationally agreed recoupment charge.

ILEA's move was prompted by the sudden breakdown of the free trade scheme two years ago. Financial cuts caused 16 out of 29 neighbouring local authorities to withdraw from recoupment arrangements in 1980–81.

This meant their residents had to pay the full economic cost for evening classes in inner London, and numbers from outer London dropped from 32,000 in October 1979 to 8,300 in October last year, out of a total of 131,000 adult students.

The Conference of Education Officers of London and the Home Counties last year set up a new recoupment scheme based on four different fee levels, but this failed to stop the decline.

The loss of outer London students, many of them commuters, has had an adverse affect on provision for inner Londoners, according to an ILEA officers' report.

The classes most badly affected by the drop in numbers have been large orchestras and choirs which were either forced to disband or sever links with ILEA institutes. Adult institutes have also found it difficult to provide viable classes at advanced levels in languages and specialist subjects, and the City Lit's famous drama and music departments have suffered.

The new arrangement means students from outer London or the home counties must pay £27 next *year for a two hour evening class for* 30 weeks, rather than the £18 paid by inner Londoners. Pensioners and unemployed people living outside the area must pay £5 for a course of two hour classes, instead of the standard £1 ILEA concessionary fee.

Plans for 20% more science teachers

by Patricia Santinelli

More graduate teachers are needed for Government plans to increase science courses in schools.

The Department of Education and Science says that between 10 to 20 per cent more teachers would be needed to enable all fourth and fifth year pupils to take science for a fifth of the timetable.

It proposes a broader science education in a consultative paper *Science education in schools* published last week.

The number of science students on postgraduate certificate of education courses has risen in the last two years but it has only filled a gap in the long-standing shortage of science teachers, particularly in chemistry and physics.

A broader science education will mean changes in initial teacher training courses. At primary level courses should include a greater element of science and more science graduates should be encouraged to train for teaching in primary and middle schools, says the DES.

At secondary teacher training level students need to be better prepared for teaching science than at present, and should not be confined to one pure science subject but helped to teach other sciences.

The DES wants students to be more aware of the wider applications of science so that they can make their students perceive the subject's relevance to their own experience and future employment.

A similar emphasis but in a different field is recommended in an HMI discussion paper, *Teacher training and preparation for working life*. The inspectorate proposes that training courses should include the industrial and commercial relevance of the curriculum.

It *wants examples of industrial and* commercial processes and practices to be used for their relevance to the school curriculum and not as objects of study in isolation.

The inspectorate's recommendation follow a series of visits to 10 universities and polytechnics to assess how institutions were helping their students to acquire the necessary skills in preparing pupils for adult life.

As a result the paper stresses the *role of tutors in* helping students understand the contribution their main subject makes to the curriculum. It says in-service training would help keep tutors first hand experience up-to-date.

Science education in schools June 1982, available from Room 4/88 DES, Elizabeth House, York Road, London SE1 7PH.

Teacher training and preparation for working life, available free from Room 2/11 at the same address.

Ethnic unit worried by staff cuts at Aston

by Paul Flather

The ethnic relations unit at Aston University may be forced to review its location because of Government-imposed cuts in social studies there.

The vulnerability of Social Science Research Council-run specialist units to such outside decisions is one reason why the model of the Designated Research Centre is being increasingly favoured as the best way of supporting long-term research.

Cuts at Aston could mean the loss of up to 35 of the 62 full-time social studies staff by 1985–86, seriously undermining the infrastructure of contacts and research facilities considered vital to back up work done by the SSRC units.

The five specialist units, dating from 1970, were set up for ten years and are reviewed in their fifth year. Their staff are SSRC employees and are paid nationally agreed rates, with *directors usually given tenure.*

The SSRC's six Designated Research Centres, which date from 1980, are funded for eight years at a time, with a review in the fourth year. All their staff are university employees.

A major reason for the emergence of the Cheaper DCR model has been the repeated cuts in the SSRC budget which has fallen 24 per cent in real terms since 1978. The SSRC will spend £1.17m of its £20.9m budget on its units in 1982–83, but only £686,000 on its DCRs.

The DCRs give the research council greater flexibility in adjusting funding. The units were set up almost as permanent in areas where it was felt universities were not promoting adequate research. This was particularly important in such multi-disciplinary fields as industrial *relations*, race *relations*, and socio-legal studies.

In effect the SSRC is seeking to promote, the "journeyman" researcher, who can move between institutions or be where the masters sit in their professorial chairs, and the apprentices learn their trade as lecturers.

Professor John Rex, director of the ethnic relations unit at Aston, said it would be irresponsible to say the unit would have to leave Aston but these were clearly difficult times for everyone. Its future will be reviewed in 1984.

"The whole point of the units is to achieve some degree of permanence. We cannot just be gypsies following whatever the University Grants Committee decides without some damage to our work. Obviously we need to have academic colleagues in social sciences to back us and at Aston they have been very supportive," he said.

He said staff were embarking on joint-teaching programmes at Aston. The unit, which will cost about £300,000 to run in 1982–83, moved to Aston from Warwick University in 1979. The pressure on the unit was yet another worrying consequence of the way the university "dual-support" funding system was now working, Professor Rex added.

A fifteenth century Italian painted shield is on show in an exhibition of arms and armour at the University of East Anglia from this week. The exhibition, Treasures from the Tower of London Armouries, can be seen at the Sainsbury Centre until August 29 when it travels to the United States and Canada. Also on show is Henry VIII's armour.

Dentists protest at merger

Students at the Royal Dental School marched to London University's Senate House this week, to protest at the proposed merger of the RDS with Guy's.

About 200 of them handed in a petition of 9,000 signatures and a letter addressed to vice chancellor Professor Randolph Quirk, arguing against the merger which was proposed by London's dental school deans and has now been recommended by the university's joint medical advisory committee.

It scraps a plan for the RDS to move from Leicester Square to St George's Hospital, Tooting, where £8m worth of buildings are completed. The new proposal is to cut the capital's dental schools from five to four, by merging the RDS with Guy's.

The students' letter calls on the *university to look at the recom*mendations of the minority report of the dental school deans, prepared by RDS dean Professor William Houston, which argues money will not be saved by abandoning Tooting.

It says no irrevocable action or decision should be taken by the university until five issues are settled: the minority report proposals are proved invalid; the cost of closing the dental hospital is known; suitable alternative use is found for the St *George's accommodation*; the recommendations for an extended dental training to five years in *The Nuffield Report* has been discussed, and a proper costing has been made of the accommodation which will be needed at Guy's.

The university's joint planning committee meets on June 17 and may discuss the RDS; if a decision is taken it could be before Senate in July.

Several members of RDS staff *supported the students' march*, but most of them were providing emergency cover at the hospital while the students were away.

Union wary of registry plan

Practising psychologists *will have to* be registered if the British Psychological Society gets a private Bill through parliament.

The society intends to introduce a bill to permit the establishment of a *professional register* under a council with similar powers to the General Medical Council.

The council would be able to discipline practitioners for unprofessional conduct and impose penalties. These would range from censure and fines to suspension and ultimately removal from the register.

The 6,000 member society expects that about 3,000 practising psychologists would be registered with exemptions for academics, the second *largest group* within the society.

The balance between professional discipline and academic freedom is proving one of the toughest problems for the society to resolve. A member of the society's steering group said: "We are keen to hear from teacher organizations so we can thrash it out. We are committed to exempting academics."

Award makers get a voice

A council to represent validating universities and the institutions they serve is to be officially announced next week.

The council chaired by Dr Alec Ross, professor of education at Lancaster University, has already had an unofficial meeting with the chairman and secretary of the National Advisory Body to discuss what would be the most effective mechanism to ensure that validating universities and *their institutions' interests* are represented.

The creation of a permanent council, although triggered by the creation of NAB had been mooted before and was finally agreed last week at a meeting of representatives of the 16 validating universities. Apart from the appointment of a chairman, six members were nominated representing Aberystwith, Nottingham, Leeds, Southampton, Surrey and Kent universities.

The institutions validate different qualifications in a wide variety of institutions including part-time certificate courses in colleges of further education to higher degrees, but the majority are teacher training degrees or BA/BSc degrees taken at colleges of higher education.

In 1982, 13,600 awards will be made by universities to students completing validated courses in England and Wales. Of these approximately 10,600 will be for teacher training and 3,000 other qualifications which include full and part-time first degrees and specialist diplomas.

Fear holds up technology

The British education system has been marked by a reluctance to develop technical education because of a deep-rooted dislike of technology, says Dr Patrick Nuttgens, Director of Leeds Polytechnic.

The dislike stemmed from ignorance and fear, he told staff and students at Edinburgh's Napier College of Technology when he gave the second Napier Memorial Lecture. Last century, the intelligentsia took fright and retreated from a world of technology which they did not understand into "the world of the privileged mind". The result was that "high status was given to the elegant, the civilized, the useless, and low status to the practical, the rude and mechanical".

This view still prevails Dr Nuttgens maintained. *The most important de*velopment in higher education since the war was the formation of the colleges of advanced technology, intended to spearhead technological understanding and research. On the advice of the Robbins Committee, they became universities of technology.

"And what did they do? Celebrating their new status, they saw clouds of glory waiting for them if they played down technology. With one exception, they dropped technology from their titles and founded courses of which they had no experience, to show the world that they should not be taken too seriously and were therefore respectable," said Dr Nuttgens.

But the root of technology was creative ingenuity, he said.

Autonomy 'at risk'

University autonomy is what is really at risk in the face of present spending cuts, according to Dr Geoffrey Templeman, former vice chancellor of Kent University.

He examines the stresses and strains university autonomy has been subjected to in the past, and questions whether it will survive the future intact in 'Britain: A Model at Risk', an article in *CRE Information*.

Academic autonomy, he says, is the necessary safeguard "for the free and unfettered discharge of every university's primate duty, which is to permit intellectual nonconformity as the means of advancing knowledge".

But its possession also implies corresponding duties. Autonomy is not meant to be used "as a protection for idleness, sloth, relaxed self-indulgence or intellectual torpor" though *he says the history of universities* is littered with abuses of this kind.

Nor should it allow the promotion of nonconformity, particularly political nonconformity, as an end in itself, yet this habit has been widespread and now rampant.

The close collaboration between university teachers in different universities, as examiners and assessors, secures common curricula without external direction.

On the University Grants Committee: "For over 60 years (it) has operated in constantly changing circumstances with what any dispassionate observer must unhesitatingly describe as outstanding success . . (and) has managed to safeguard the essential autonomy of the British universities."

CRE Information, New Series No. 56 2nd quarter 1982.

Tertiary proposals provoke attack

by Olga Wojtas
Scottish Correspondent

Criticism of the recommendations of the Council for Tertiary Education has come from the Scottish Trades Union Congress, the Association of Directors of Education in Scotland, and the Scottish Institute of Adult Education.

The proposals, say the directors, are "for yesterday's rather than tomorrow's world". This is echoed by *the SIAE which says that deci*sions about administration have been made without consideration of changing needs.

The present education system, it says, is based on outdated assumptions, for example: education is mainly for young people; about half the population will receive no post-school education; the education needs of women merit no special attention and that tertiary education is mainly concerned with training for *industry, commerce and the profes*sions.

Any education system must take account of the growth of adult and continuing education, and the need for a shift in the balance between school and adult education, it says.

All the organizations condemn the council's proposal that for a split between advanced and non-advanced further education, with advanced FE in centrally-run colleges, and non-advanced FE run by local author*ities. This division, say the directors* of education, is artificial.

The proposed model would reinforce a two-tier salary arrangement, says the directors' association, with academic drift away from non-advanced work at a time when the Scottish Secretary has implemented one negotiating body for all lecturers' salaries and conditions.

But it disapproves of the council's proposal for a central national body supervising and giving 100 per cent funding to the tertiary sector. There must be more integration between sectors of education, with links between schools and tertiary education, it says, and innovation and flexibility would be inhibited by a central tertiary body. A comprehensive system can only be run by the regional authorities, who already run the schools, say the directors. This is the view of a minority report of the Tertiary Council.

The STUC agrees that colleges should be run by *regional councils* but also has reservations about the 100 per cent central grant. Lack of fund-raising powers could constrain the councils from running colleges democratically, it says, and suggests that regions should be responsible for some funding of tertiary education.

But the SIAE is critical of the majority and minority reports. The local authorities have been far from perfect when dealing with their current responsibilities, it claims, showing too little forward planning while indulging in "an interventionist style of management" which hinders institutions from making decisions.

It approves the idea of a national body with responsibility for policy and resources, but warns that local needs must have influenced, and that colleges should have "the greatest degree of autonomy."

The Tertiary Council's remit did not include the universities, since these do not come under Scottish Office control, and the Council is advisory to the Scottish Secretary. The STUC says this is the provision of comprehensive and local structure for post-school education especially as the universities affect the school curriculum.

"The greatest change which could benefit Scottish post-school education would be the establishment of a Scottish Assembly with responsibility for post-school education, including the universities," in concludes.

Job cuts dispute may end

by Charlotte Barry

Unions and management at North-East London Polytechnic are close to resolving *their dispute over plans to* reorganize its structure and shed up to 325 teaching and non-teaching jobs over three years.

The main polytechnic unions last month decided at a mass meeting to take industrial action until the threat of compulsory redundancy was removed.

The programme included blacking all moves and reorganization and it threatened plans to vacate the Three Mills, Lyon House and The Grove sites this summer, and the Waltham Forest site next year. Union members have also refused to cover for vacant posts and boycotted all internal and external recruitment.

The unions have now agreed on a detailed set of conditions which will *enable the structure plan put forward* by director designate Mr Gerry Fowler to go ahead.

These include assurances that there will be no compulsory redundancies in the next two years, renegotiating the premature retirement compensation scheme and starting negotiations on a voluntary severance scheme. The unions will also set up a panel with management to monitor and agree on the implementation of Mr Fowler's strategy to *reorganize the polytechnic.*

The governors' policy and resources committee was this week expected to agree the set of conditions, and negotiations will start immediately.

Mr Fowler said this week he expected the site moves to go ahead. The three-year strategy designed to deal with the polytechnic's financial crisis also includes proposals to reorganize the faculty and administrative structure and appoint two deputy directors.

A fitting celebration at the end of a successful first year in office for Dr John Taylor, principal of Bretton College of Higher Education. He is seen here, on the left, talking to some of the drama tutors who appeared in the college production of the opera *Happy End* written by Brecht with music by Kurt Weill. The college's enrolments are at a record high. BEd entrants have risen by 41 per cent.

Sociology advice unclear

Heads of university sociology departments are writing to the University Grants Committee to express doubts that research opportunities "would be strengthened" following last year's cuts in social sciences.

The heads want to clarify the UGC advice issued last summer when it said substantial reductions in student numbers would improve student-staff ratios and to strengthen "the opportunities for the quality of research".

Some heads say that the effect of cuts in student intake has been less and not more time for research study. They want to know if they can use the UGC advice to minimize the effects of cuts.

They also want to remove some of the ambiguities in the UGC advice, which appeared in the notes for guidance on the 1981–82 grant allocations. It is not clear if the UGC advice was only to apply to universities, says above the most recent 11.6: 1 average for social studies.

Professor Peter Abell, head of sociology at Surrey University where 20 social science posts could go, is drafting the letter. "In the opinion of many heads of department many universities are ignoring this UGC advice," he said.

"And if they are not ignoring it, it is not clear how they are interpreting it. We want to clarify how research opportunities are to be strengthened."

The anxieties of the sociologists *echo the findings of a THES survey* of social sciences in universities (May 7, 1982, page 7) which revealed that most social scientists expected the UGC cuts would lead to falls in student intake and staffing levels, and less time for academic research.

Reading, for example, said it had to reduce student intake as well as staff; Durham said more time was being spent searching for funds; Keele said it was having to increase its ratio from about 11:1 to 14:1; while City University said the burden of administrative work meant less research time.

New MSc for computer managers

by Karen Gold

Aspiring computer executives are being recruited for an MSc course in flexible manufacturing systems. It is the first such course in the world and starts in October at Cranfield Institute of Technology.

The Bedford-based graduates will spend part of their time redesigning the manufacturing and accounting systems of nearby firms.

Six candidates have been accepted for this year. All are honours graduates in computing or engineering with at least 12 months' industrial experience.

According to Mr John Pearce, lecturer in Cranfield's school of production studies which runs the course, they will be trained as engineering managers, capable of assessing entire computer systems of hardware and software, and applying them to a company's needs.

Increasingly that will mean introducing computers into production – not only the long-heralded robots, but also in quality control, design and production of drawings, planning *methods, production control*, storage and distribution.

While promoting the achievements to human replacements, the course will also teach how to pacify the humans they replace, with studies of human and industrial relations.

"Obviously the trade unions are going to be against it up to a point," said Mr Pearce. "Introducing robots and these flexible manufacturing systems is going to affect the jobs of people already in industry.

"It changes some jobs, dispenses with others and creates others. We are going to show how this will affect people and how to get over the problems by talking to the appropriate people in the right way."

The group project organized by the course sends students to work on a consultant basis for a nearby firm, looking at its corporate and strategic planning for five to 10 years and how it might introduce modern machinery, computer accounting and management control.

For the cost of time spent with the students, the firm will be given a report on its future, free.

● The National College of Agricultural Engineering at Cranfield is to be the base for a research scholarship scheme backed by the Department of Industry and the Agricultural Engineers Association.

Group presses for polytechnic panel

The largest white-collar trade union is to consider re-establishing a panel to deal with polytechnics.

Members have tabled an emergency motion for the annual conference of the National and Local Government Officers' Association in Brighton next week. It calls for the reconstitution of the polytechnic advisory committee dropped by the union nearly three years ago.

"Now higher education is faced with reorganization and restructuring, we feel it is more important to have this sort of machinery," said Mr Bob Kingshott, organizer of the Staffordshire branch which drew up the motion.

The advisory panel was dropped for constitutional reasons. Union leaders felt it was used to bypass branches. They also thought it could lead to a proliferation of similar committees for the dozens of sectional groups in local government.

Only one of the three sectional groups operating three years ago survives – for civilian staff working for police forces.

Boyson backs Oxbridge entry

Education undersecretary Dr Rhodes Boyson last weekend said he was *horrified* by pressure to change the form of selection for Oxford and Cambridge so that more comprehensive school pupils gain admission.

Dr Boyson told a conference organized by MENSA, the intelligence society, that reforms in admissions was a commentary on *the standards* of such schools not on the form of entry at Oxbridge. "The grammar schools and the direct grant schools comfortably obtained such standards in the past."

The debate over admissions has waged fiercely in recent weeks, particularly following a call for a Royal Commission on Oxbridge. At present students from state schools entering Oxbridge outnumber private school pupils.

Dr Boyson said *that* grammar schools used to set up their own sixth forms and succeeded in sending many students to Oxbridge. "I don't remember any complaints about the system then."

He said he believed in the right of any university to run its own admissions as this increased diversity which was a good thing. He also defended the traditional seventh term route of entry into Oxbridge, in which students took an examination in the autumn term of the third year sixth.

It was widely felt this gave an unfair advantage to pupils from independent schools which provide special Oxbridge coaching. Special *examinations* also encourage pre-A level entrance. More than half those entering Oxford and Cambridge arrive through one of the pre-A level schemes. Dr Boyson said the seventh term was a good way of feeding students into higher education, and allowing time off before university.

In a speech last month calling for a Royal Commission on Oxbridge, Sir Peter Swinnerton-Dyer, master of St Catharine's College, Cambridge, said he doubted if examinations taken in November could ever be a wholly satisfactory way of selecting pre-A level candidates because they occur too early in a sixth form career.

He said changes in the system were bound to occur but it may well be beyond the ability of Oxbridge colleges to implement the changes

Courses

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Three years' part-time study. Prepares candidates for further study and research in further education. Candidates should be serving teachers with an initial teaching qualification and a minimum of two years' teaching experience.

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ilea

Candidates should apply as soon as possible, specifying the course(s) in which they are interested, to the Principal (Ref. THES), Garnett College, Downshire House, Roehampton Lane, London SW15 4HR (Telephone: 01-789 8533).

Loans and grants can mix

by David Jobbins

An international investigation by the Policy Studies Institute has borne out ministers' favoured option of a mixture of loans and grants for undergraduate support.

A study by Mrs Maureen Woodhall of London University's Institute of Education says that where mixed loans and grants systems have been introduced they have proved workable.

Sir Keith Joseph, Secretary of State for Education, has made clear his preference for a mixed system since the Treasury rejected an all-out loans systems on grounds of cost.

Mrs Woodhall's investigation concentrated on three countries with mixed systems – Canada, Sweden and the US. She concluded that students were willing to borrow to finance their higher education since in all three cases the government offers a guarantee and interest subsidy.

Mr Woodhall says however that the degree of subsidy should be made public rather than having a system of hidden grants.

The study finds that default rates need not be high if provision is made for students unable to repay loans through illness, unemployment or low incomes.

Significantly she also found that working class students and other disadvantaged groups were not deterred from higher education because of loans.

But the study bears out reservations of the Treasury which scotched the loans proposals. "There are no significant savings in the short run from introducing student loans, but in the long run a system of loans can produce significant savings of public funds which could then be used to provide other forms of financial assistance – for example for 16 to 19-year-olds or adults taking part-time courses.

"A combination of loans and grants would free government resources in the long run for alternative uses," she concludes. "There would be no immediate savings but gradually the repayment of past loans would contribute directly towards the financing of the students of tomorrow."

There is also a sting in the tail for those who pose the either/or solution to the grants versus loans controversy.

"To confine the debate about student aid to the question 'loans or grants' is to miss the opportunity to create a system which combines both grants and loans and which offers a number of advantages over the existing system."

On repayment she says: "A combined loan and grant system recognizes that both society and the individual student benefit from higher education."

Student Loans: Lessons from recent international experience. Mrs Maureen Woodhall, Policy Studies Institute, 1/2 Castle Lane London SW1E 6DR. £3.50.

Entrance requirements to change

Scotland's General Teaching Council has earmarked sociology, politics and economics as the key subjects needed by modern studies teachers.

The GTC has been debating entry requirements to teacher training for modern studies for several years and has come under pressure from sociologists who claim their subject should be given greater recognition, since modern studies has moved from its original history/geography bias towards other social sciences.

But the GTC move is a compromise rather than an implementation of the sociologists' views. At present, students with a single honours degree must have three passes from sociology, economics, politics, economic history, geography and history.

The GTC proposes that at least one of the three passes must now come from economics, politics or sociology.

It has not acceded to the sociologists' request that a single honours degree in sociology without the other passes should be considered adequate.

In a paper sent to council members, Professor Robert Moore of Aberdeen University sociology department suggested that joint honours requirements for modern studies should be a sociology or politics degree jointly with one of a variety of arts and social studies subjects, including anthropology, religious studies and international relations.

The GTC has not accepted this, and proposes that joint honours should be two of the following four subject groups: economics; politics; sociology; and geography, history or economic history.

While the GTC proposals have been approved by the full council, it has been decided to consult universities, education colleges, the modern studies associations and teaching unions. However, the minimum time for consultations has been allowed, and responses must be made by September.

It is expected that final approval will be given to the proposals at the GTC's meeting in October.

● There is likely to be student opposition to the GTC's decision to bring music teachers' qualifications into line with those for other secondary teachers.

At present, students with an LRAM, which can be gained by part-time study, may qualify as music teachers after a one-year teacher training course.

But the GTC says they will now have to study music full time for three years if they wish to take the one-year teaching course. The alternative is to take a concurrent music and teacher-training course which lasts for three years offered by Jordan Hill, Aberdeen, and St Andrew's colleges.

There is little doubt that the GTC's decision will be implemented by the Scottish Secretary, since education colleges and the Scottish Education Department also approve the change.

An exhibition of drawings by cartoonist Ralph Steadman illustrating his own biography of Sigmund Freud opened at the University of Kent this week. The originals, which were collected by the Ulster Royal Museum following the publication of the biography in 1979, have been donated to the university's Centre for the Study of Cartoons and Caricature. The exhibition will run until July 17 in the library gallery of the university.

Refugee course under threat

A successful professional reorientation course for Vietnamese refugees which began last year at West Sussex Institute of Higher Education is under threat unless it gains Department of Education and Science recognition.

The British Council for the Aid of Refugees says it cannot continue to fund the experimental course based at the institute's Bognor Regis College and it will close unless the DES recognizes it as a "special access course" enabling students to obtain grants.

The council's director is to seek a meeting at ministerial level to highlight the anomaly of highly trained professionals not being able to continue their career in this contry, but being prevented from attending other courses because their previous degree qualifications bar them from obtaining grants.

BCAR feels that if this anomaly was removed more professionals could be retrained rather than remain on the unemployment register. Intake to the Bognor course comprised former teachers, social workers and scientists, the majority of whom have now been offered places at universities and polytechnics.

Carol Dalgish, head of the continuing education unit at the institute who designed the course says that the student's rate of success has been remarkable.

If the funds were available the college could put on more than one course which is inexpensive at around £800 a head. There is a waiting list of around 150 refugees who are keen to train. Particularly needed are social workers who can work in the Vietnamese community where there is mounting depression.

If DES approval is not forthcoming, the council may seek the support of the Home Office. It believe matters could be simplified if the Home Office administered a fund to which local education authorities could apply.

Unemployed graduates get new newspaper

Graduate job-hunters have a new source of information: a free fortnightly tabloid newspaper put out jointly by the specialist careers publishers New Opportunity Press and the Government's professional recruitment organization Professional and Executive Recruitment (PER).

The paper, *Graduate Post*, replaces NOP's previous publication *Future* and is PER's first venture into providing job material specifically for new graduates. Previously they only sent out an advice booklet on finding jobs, with general job information to everyone enrolled with them.

It has been brought out to coincide with this year's batch of leavers, who are expected to push the present number of recent graduates on the mailing list from 91,000 to around 50,000.

The publication and printing costs are met by NOP while the distribution is organized by PER and the project will be reviewed soon.

● The Manchester-based National Computing Centre has established a careers register of final-year students and recent graduates to send to potential employers. The register contains personal details and results of computing aptitude tests for each candidate.

It offers a more efficient way of recruiting, according to the NCC, to a field where last year there were 11,000 more jobs than there were experienced people.

Bristol draws up new plan

by Ngaio Crequer

Bristol University's new academic plan recommends no enforced redundancies unless they are necessary in two departments it assumes will close.

The report of Committee 1, based on plans produced by departmental heads, which now goes to senate makes an exception of the research unit for comparative animal respiration, and the department of architecture from the no-redundancy policy. A court inquiry is still to decide what happens to architecture.

But the proposals also assume departmental plans to generate income, a 4 per cent pay policy, and the Government funding the whole of the increased contributions to the universities superannuation scheme. "If these assumptions were not fulfilled then the only way to protect the university's finances would be to declare redundancies now."

Instead it recommends deferring redundancies which would operate in part in areas relying on income generating schemes, should the schemes fal. The same would apply to departments which failed to meet their savings targets.

So it recomemnds that if shortfalls have to be made good, the following academic staff redundancies would be necessary: 1 in German; 2 in history of art; 1 in Italian; 1 in botany; 1 in zoology; 1 in microbiology; 1 in veterinary science; 1 in economic and social history; 1 in psychology; 2 in sociology; 1½ in education.

According to the report the net shortfall in 1983/84 would amount to £27,400. Although this might appear to be a managable amount, in some cases excess savings might make departments unviable and vacant posts may have to be filled or re-employment continued beyond UGC funding. Also some posts will have to be filled, irrespective of targeted savings, to satisfy professional requirements.

In engineering for example requests for early retirement greatly exceeded the savings required and would, if all had been granted, left two departments totally unviable.

● At Leeds University, the report of the joint group of council and senate on selective economies proposes the second round of cuts. The first round of 6 per cent across the board has now been completed. The second, which is 4 per cent applied selectively, rules out compulsory redundancy and assumes some 150 people will eventually go through early retirement.

The main features include the proposal to absorb archaeology (which the UGC advised to discontinue) into classics and history, and Italian into French. Workshop theatre to to into the school of English and the film and television and audio visual service should be phased out.

Knotty solution

Professor Christopher Zeeman, FRS, the founding professor of mathematics at Warwick University, has been awarded the 1982 Senior Whitehead Prize by the London Mathematical Society. The citation praises him for his influence on topology, for building up the mathematics department at Warwick, and for his ability to unknot a two-sphere in five space quicker than other mathematicians can knot it.

Councillors 'have too much say'

by Charlotte Barry

Many local authorities interfere in the day-to-day running of colleges under their control, Mr David Humphreys, principal of Stockport College of Technology, told a conference in Bath this week.

This prevents good management in colleges and contravenes their instruments and articles of government, he said in a paper to the Association of Colleges for Further and Higher Education.

Mr Humphreys said spending cuts made some local authorities believe they could disregard articles of government. They used financial pressure as a reason for interfering in the appointment of staff and for drastically cutting budgets.

"Times of financial difficulty make it more imperative, not less, that the provisions of the instruments and articles of government are respected and applied meticulously by all concerned with good management in further education," he said.

Governing bodies should be able to act within general controls and determine the overall direction of colleges, and the principal should be free to manage their affairs, Mr Humphreys said.

He added: "They only way to achieve effective financial control is for local authorities to accept that their control should be confined to the broad issues of the general educational character of the college and its place in the local educational system."

Local authorities should stick to limiting budgets and staffing, recognizing that any extra spending commits them to more costs in the future, he said.

Mr Humphreys said college management and financial control should be a partnership between local authority, governing body, principal and academic board. There should be an atmosphere of trust and cooperation, not suspicion and conflict, and they should be able to reach common objectives for the colleges and the further education system.

A management information system was needed to aid forecasting, planning, budgeting and control. "We can no longer expect decisions of the highest quality to be made on the basis of intuition," he said.

A national system using a common data base should be set up to allow comparisons between colleges and local authorities on issues like staff/student ratios, Mr Humphreys said.

Colleges unable to plan extra places

The Government must tell local authorities and colleges how many places to provide under the new youth training scheme, Mr Arthur Colledge, principal of Granville College, Sheffield, told the conference.

Mr Colledge, who is a member of the Manpower Services Commission's youth task group, said it would be sensible to plan for about 80,000 extra full-time places.

Colleges must provide extra accommodation, equipment and staffing to prevent being overwhelmed by the numbers. They must also remember that many young people would have only a basic education and may be sceptical of its value, he said.

"We must not forget that the scheme is designed to include those who are undergoing the first year of apprenticeship and other acceptable training and for them the traditional college curriculum may need to be modified to satisfy the criteria laid down," Mr Colledge said.

Colleges must provide courses for unemployed workers in line with proposals in the Government's new training initiative, Mr Tom Storrie, principal of Consett Technical College said.

He told the conference how his college has provided full-time courses for more than 1,200 former steel workers in the past 18 months.

Overseas news

Socialists remedy their reform failures

from a special correspondent

Hungarian socialists have decided against further structural reforms of education in an attempt to remedy the unhealthy effects of a swing towards vocational education in the 1970s.

An account of a meeting of the central committee of the Socialist Workers' Party in April has just appeared in the monthly *Partelet* (*Party Life*), signed by politburo member Miklos Ovari. It stresses the need to remedy the "hasty measures" introduced in 1972, which reduced the failure rate in secondary schools by 1 evelling down standards which, in its turn, had a bad effect on higher education.

The swing towards vocational education has resulted in some 80 per cent of secondary school pupils attending vocational establishments – a proportion which, by the end of the 1970s led to fears that the old-style *gymnasia* would be phased out.

The merger in 1980 of the ministries of culture and education under former culture minister Imre Pozsgoi, a known supporter of the *gymnasia*, did much to allay the misgivings.

Nevertheless, since 70 per cent of university and students come from the *gymnasia* (which account for only 20 per cent of secondary school pupils) there is a clear imbalance in the Hungarian education structure.

According to Mr Ovari, measures are to be introduced favouring schools which offer the general matriculation certificate which enables young people to go on to university. A new development programme for education in Hungary is planned for the end of 1983.

A few days after the meeting, the Council of Ministers passed an amendment to the 1961 Education Act in what seems a contrary direction. Pupils at vocational education schools will now not take the normal matriculation certificate but a special vocational matriculation, which will be both a school leaving certificate and a proof of occupational qualification.

The hasty measures deprecated by Mr Ovari included a propaganda campaign to urge university applicants into the applied sciences, and a tendency of universities and technical colleges to make their courses too narrow and job-orientated. Although Hungary has never approached higher education in the spirit of Bulgaria, where undergraduates spend their last 18 months of studies in a sandwich arrangement with their future place of work, an over-emphasis on the applied sciences has meant overproduction of graduates.

Last year, some graduates had difficulty in finding jobs. This year, although the State Office for Wages and Labour suggests that there are 22,500 jobs waiting for 9,800 graduates, these do not necessarily match their qualifications.

Although there are plenty of posts for new doctors, dentists, pharmacists, teachers (especially for backward children) and agricultural engineers, there are shortages of openings for specialists in automation, civil engineering and applied biology. Virtually no jobs are available for physicists, geologists, librarians and information scientists, mathematicians and archeologists, and not a single vacancy for a meteorologist.

Since students in Hungary have a relatively free choice of subject, the planners are not entirely at fault. One education official recently said that they had failed to take account of the rapid pace of technological development. A promising development at the time students enrol at university may be completely obsolete by the time they graduate.

Emphasis must return to giving students a well-rounded intellectual training that will fit them for a wide range of jobs rather than specializing on the needs of production, said the official.

Hungary still maintains the socialist line on the importance of technical training. While academics were sending and assessing Mr Ovari's proposals, the regular triennial Comecon symposium on specialist education was held in Szekesfehervar in Western Hungary. Delegates from the Soviet Union, Bulgaria, Czechoslovakia, Poland, East Germany, and Hungary stressed the need, within the socialist bloc, for more efficient "dissemination and mastery of technical knowledge", and in particular, the strict subordination of the training of experts to the demands of the economy.

Mandela bid for university powers

from Craig Charney

JOHANNESBURG

Mr Nelson Mandela (right), imprisoned leader of the banned African National Congress (ANC), is competing against two other candidates in an election for chancellor of Johannesburg's predominantly white university of the Witwatersrand.

Though he is unlikely to win, his entry has enlivened the race for the titular post, which will end when ballots from Wits graduates are counted on June 24.

The other two candidates are Mrs Helen Suzman, MP, the human rights crusader, and Mr Mike Rosholt, head of the Barlow Rand industrial conglomerate.

Mr Mandela, a one-time Wits student, was imprisoned for life in 1964 for his part in the ANC's campaign to overthrow the South African government. The contest indicates how much he remains a centre of political controversy, though it is against the law to quote him or even display his picture.

His nomination was proposed by a group of Wits graduates in York University, and received five minutes before the deadline thanks to the intervention of Mrs Suzman on his behalf. It has been endorsed by the university's students representatives council and the National Union of South African Students, though neither students nor academic staff can vote in the contest.

At a packed campus rally, civic leader Dr Ntatho Motlana told students: "If Mandela were to get that post, it would greatly increase the university's stature internationally."

The university authorities, however, are reportedly aghast at the prospect of Mr Mandela as chancellor. One staff member said: "Mandela would clearly not be in a position to urge the business community to give more to Wits."

Mr Rosholt, who holds directorships of other top businesses alongside his Barlow Rand post, is regarded as the candidate who would be the biggest financial asset for the university, hard-pressed to finance ambitious expansion plans.

Mrs Suzman, a former Wits lecturer, also has ties to the business community through her Progressive Federal Party, and is internationally known for her long record of opposition to apartheid.

Private bid for universities

The Turkish Council of Ministers is considering proposals to establish private universities although the country's constitution outlaws them.

The Higher Education Council hopes to control the private universities and colleges of advanced studies through licence. One of the first organizations that could benefit is the Hacettepe Foundation, a private organization linked to Ankara's Hacettepe University. The foundation was largely the brainchild of Professor Ihsan Dogramaci, who is president of the council.

A member of private institutes of higher education were set up with government approval in 1965 but were integrated into the state sector after a 1971 constitutional court decision. A new constitution being drafted could well limit the powers of the court.

Since its inception last November, the council began to overhaul higher education in Turkey, with proposals for new universities, higher student intakes, a new appointments procedure, reorganization of faculties and moves to centralize curricula.

Academics complain that all these decisions represent a threat to job security and educational standards.

Police fan far left fears

The University Grants Commission has advised universities that police intelligence has reported on far left groups creating unrest among undergraduates.

Graduates are visiting student hostels and meetings, and indoctrinating students in small groups, claim police.

The parties involved are the National Liberation Front, which organized the 1971 insurgency, the New Trotskyite Party and the Democratic Front which has broken with the National Liberation Front.

Dr Stanley Kalpage, chairman of the UGC and secretary to the Ministry of Higher Education, said that it was up to the universities to take action. They have intensified their vigilance in halls of residence to prevent outsiders coming in to live with students.

Student split causes legal problems

from Benny Morris

JERUSALEM

The Hebrew University's student union has split leaving the administration with complex legal problems.

Centre and left-wing students have formed a student association which last week held elections gaining some 4,000 votes. The right-wing Kastel faction which dominated the union for six years boycotted the poll.

The votes were about double those won by Kastel last year in a poll boycotted by the opposition, who claimed election regulations allowed the Kastel faction to indulge in fraud and gerrymandering.

The centre and left-wing groups, and the university administration, regard the association poll and its results as a "moral victory" for the opposition and a major defeat for Kastel and its leaders.

Former Kastel head and National Union of Students chairman Yisrael Katz was recently expelled for two years from the university and current Hebrew student union chairman Haim Ben-David was given a two-year suspended explusion after being disciplined for violence and incitement against Arab students last December.

The university's executive committee, the senior governing body of the institution, is to meet to decide whether or not to uphold a previous decision to withdraw recognition from the student union and accord recognition to the new association.

The committee decided to withdraw recognition and stop funding the union if it did not hold free and fair elections.

The Kastel faction appealed to the courts to stop a union election in May. They succeeded and the opposition promptly established the new association. The Kastel chiefs again appealed to stop the association's elections.

The court, after issuing a temporary injunction, allowed the elections to go through but instructed the university not to recognize the new association and to aid the old union in holding elections on June 9.

Union wants aid

The National Union of Students has appealed to the Histadrut, Israel's trade union federation, to back it in its fight against university fees which were increased three/fold last month.

Next year's tuition fees will be US$700 meaning that students are likely to pay $900 after inflation. Fees this year were $250.

NUS chairman Yisrael Katz is meeting with Histadrut secretary general Yeroham Meshel to ask for help to stop the increase. The two are political opposites.

Pupils enjoy easier entry

from Jane Marshall

PEKING

Chinese colleges and universities will enrol over 10 per cent more students this year despite a drop in graduates from senior secondary schools.

Forty per cent fewer students are leaving after an extra year was added to courses in top schools.

Over 300,000 students, 12 per cent fewer than 1981, will be enrolled following entrance examinations next month.

The proportion of successful college applicants has risen over recent years from over 6 per cent in 1979 to nearly 11 per cent in 1981.

The education ministry plans to give priority in assigning students to colleges of agronomy, forestry, water conservancy, mining, petroleum and geology. Admission standards take into account not only intellectual ability, but also moral and physical development. Student leaders and good amateur athletes merit special consideration.

Some colleges and universities are introducing physical labour as part of students' study. They will have to do a total of a year's labour.

You are invited to attend the Second Education & Training Exhibition and Conference which will be held at the National Exhibition Centre, Birmingham, England from 6-8 July 1982.

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North American news

$23m grant goes to biomedical research

from Peter David
WASHINGTON

Washington University in St Louis announced last week it had signed a five-year agreement with the Monsanto Corporation under which the giant pharmaceutical manufacturer would give the university more than $23m for biomedical research.

The contract, for work on diseases which involve the breakdown of cell communication, follows a spate of similar agreements in which universities have sought industrial support to make up for a cut in Federal spending on academic research.

But company officials stressed the Monsanto agreement was not simply a case of grant-giving. "It has been seen as a research collaborative arrangement in the fullest sense of the word. Monsanto and Washington University will be constant intimate partners," said Dr Edward Paget, Monsanto's director of health-care development.

The agreement with Washington is the second massive investment in university research by Monsanto. Six years ago it undertook to give Harvard's medical school $23m for research on the molecular basis of organ development.

The growing number of large deals between university scientists and private companies has prompted a debate on many campuses about the dangers of conflicting interests. A recent meeting in California between university presidents and industrialists resulted in a manifesto which emphasized the need to ensure that such arrangements did not restrict scientific publication.

Spokesmen for Washington University say the deal will ensure that scientists in the project will be free to publish their research. The university will own the patents on discoveries and receive royalites, while Monsanto will have the right to manufacture and market any products.

The company will also be given prior access to any publications with the right to delay publication for a month pending application for patents. Use of the money and the direction of the research projects is to be determined by an eight-member board including equal numbers of representatives from the university and Monsanto.

Concern about the degree of corporate involvement in academic science has grown so much that a congressional committee is to hold hearings on the issue. In the past few years at least half a dozen industry research contracts have stirred controversy in leading universities.

One of the most recent was the decision of Massachusetts Institute of Technology to sign a $120m agreement with the Whitehead Corporation for members of a new private biomedical research institute to receive academic posts at the university.

Another agreement was signed recently between the West German chemical manufacturer Hoechst AG and the Harvard – affiliated Massachusetts General Hospital. The contract called for the creation of a department of molecular biology at Hoechst's expense.

At Harvard Medical School the genetics department is to get $6m from the Dupont Corporation in return for the right to license products resulting from the research it has financed. Stanford University is promising "enhanced access" to research findings to 17 microelectronics companies which have contributed nearly $20m to a new centre for integrated systems.

Student loses plagiarism case

A New Jersey judge last week upheld the right of Princeton University to punish a student accused of plagiarism in an essay. It is believed to be the first case of its kind to come before a civil court.

Miss Gabrielle Napolitano, a 21-year-old student of English, took her case to court after being found guilty of plagiarism by Princeton's disciplinary committee. The committee recommended withholding her degree for a year and informing the law schools which she had hoped to attend about the infraction.

In court Miss Napolitano's lawyers complained that the punishment was excessively harsh and had caused great distress. Miss Napolitano denied she had intended to plagiarize. She said a "technical error" had led her to misrepresent the extent to which she had drawn on a secondary source.

Judge William Dreier, however, upheld the university's decision and stressed the importance of allowing private institutions to remain free of "inordinate" government or judical control.

He continued: "The proper role of the courts is to allow organizations to conduct their own affairs, unless court intrusion is warranted by conduct so egregious as to constitute a breach of the agreement between the parties."

University administrators responded with relief to the judgment as many had feared the case would bring yet another area of academic policy under the purview of the courts. American universities are frequently taken to court to answer charges of discrimination by race or sex in recruitment and tenure.

But the case has also attracted national attention as an illustration of the enormous competitive pressures imposed on students at the elite universities. In delivering his verdict Judge Dreier said he felt the punishment meted out by Princeton had been unduly harsh in a case where a student had been under great stress.

The affair has had extra poignancy because Miss Napolitano is still regarded by her tutors as having been in all other respects a model student with an outstanding grade point average. Professor Hans Aarsleff, her thesis adviser, told the university disciplinary committee she was a student of "unimpeachable" integrity whose work and thought was of the highest calibre.

In her defence, Miss Napolitano insisted she had never intended to mislead her tutors and claimed that she was under intensive pressure at the time of writing her essay. She said she was compelled to finish the paper a day after completing her senior thesis.

New university abandoned

from P. E. Burke TULSA

The proposal to establish a Tulsa State University has been abandoned. Oklahoma State regents for higher education decided not to spend the $30m it would cost for the new foundation.

Instead an "instant" university centre will be housed in a former high-school building.

The decision follows lobbying by existing universities in Oklahoma which feared their funds would be cut to finance the new university.

The university centre will have no dormitories, no football teams, no cheerleaders and no sororities, said state representative Mrs Penny Williams (Tulsa).

A further compromise will be to operate the new University Centre (as it is to be called) not with an independent faculty but using faculty members from Langston University, Oklahoma State University, the University of Oklahoma and North-eastern Oklahoma state university.

By these means, it will be possible to have the university centre, which can be compared to an English polytechnic, open and operating by this autumn. The time factor is important because students of Tulsa (population 400,000), who cannot afford the extremely high fees of the private University of Tulsa, have to seek their education in state universities across the state and even out of state.

The university centre of Tulsa will be able to take 1,000 students during its first term. This will include the 500 students of Langston University who already take their classes in Tulsa.

The number of classes will be increased gradually until eventually some 6,000 students are enrolled in upper-level and graduate courses.

Newspaper sparks off campus row

from E. Patrick McQuaid
CAMBRIDGE

The teaching staff and the undergraduate governing body at Dartmouth College have passed resolutions that the school should divorce itself publicly from an independent, student-managed, weekly newspaper. *The Dartmouth Review* has offended women, ethnic minorities, homosexuals, and liberals with every issue.

In what was surely the most radical expression of outrage, a member of the college alumni directorate assaulted one of the paper's founders while the student was delivering copies. The college official did not contest the charges in municipal court.

The paper's name is unpopular with the administration, especially as it has declared its commitment to affirmative action. Attempts last year to force it to drop "Dartmouth" from its masthead were jettisoned when it looked as though the college would be portraying itself as a threat to the "freedom of the press".

The paper has no formal tie with the college, located in rural Hanover, New Hampshire. Administrators say that by using the institution's name, editors are able to solicit contributions from conservative alumni. The Review has an annual budget of $100,000, derived from such contributions, and is distributed free.

The latest round of outrage was triggered by the Review's publication of an article written in what was supposed to be black American jargon. Entitled "Dis sho ain't no live, folks", the piece was quickly labelled "racist" and opened the paper to attack.

"We are the curators of the intellectual atmosphere of the college," explained John S. Major, an associate professor of history. "The Review has acted and continues to act in disregard of the intellectual integrity of the college. It is high time that we express our objections."

And express them they did. The lecturers voted 113-5 to go on record as deploring the tone and tactics of the paper, which they called "abuses of irresponsible journalism". They charged the editors with contributing "to an undesirable atmosphere of distrust and divisiveness" that has served "to polarize segments of the college community and to hamper the open and free exchange of ideas and opinions".

A week earlier the undergraduate council adopted a resolution, by a 16-5 margin, to urge the administration "to do everything in its power to remove the word 'Dartmouth' from the paper's name" and to issue a statement to the national media "disassociating itself from the Review".

Darmouth's president, David T. McLaughlin, has pledged to "open a dialogue" with editors and writers of the Review. Mr McLaughlin offered any representative of the paper the opportunity to address the staff when it met on the issue recently. The offer was declined.

Tenure debate gathers force

The financial predicament of the universities is forcing the issue of academic tenure to the centre of the debate about the management of economies, in the US as well as Britain.

Well over 60 per cent of American university lecturers are tenured and academic unions maintain that such lecturers, except in cases of incompetence or misconduct, can be dismissed only as a last resort when an institution faces "financial exigency".

With financial difficulties for many institutions mounting however, pressure is being applied to the American Association of University Professors – one of the leading unions and traditional custodian of academic tenure – to adopt a more flexible policy on staff dismissals.

In recent weeks the AAUP has been marshalling its forces to scotch claims by a senior higher education lawyer that university administrators enjoyed wider powers than they had previously realized to make tenured academics redundant.

The lawyer, Mr David Figuli, is a former legal adviser for Montana's state universities. He has been telling seminars organized by the employer-dominated American Council on Education that it is no longer necessary for universities to wait for a financial crisis before dismissing tenured staff.

Mr Figuli's thesis, which is vehemently challenged by the AAUP, is based on last year's decision by a federal appeals court to uphold the dismissal of two tenured lecturers at Humacao University in Puerto Rico because their courses enrolled too few students to continue.

AAUP leaders deny Mr Figuli's assertion that the court decision was a departure from precedent and opened the way for universities to exercise greater latitude in dismissing tenured faculty.

The AAUP claims that by citing the model regulations drawn up in 1940 by the association, the Appeals Court had in fact endorsed existing interpretations of job security offered by tenure.

Those regulations, widely adopted by universities in the United States and frequently cited by courts in tenure cases, stress that the dismissal of tenured staff should be considered in extraordinary circumstances as a result of "demonstrably bona fide financial exigency".

Financial exigency is then defined as an immediate financial crisis which threatens the survival of an institution and cannot be alleviated by less drastic measures.

The need for a university to prove that its survival is threatened has acted as a brake on the dismissal of tenured faculty. But the AAUP, responding to the Puerto Rico decision, insists that the 1940 regulations also allow for tenured staff to be removed because of changes in academic programmes.

In such cases, the regulations say, the institution should bear the cost of relocating, retraining or compensating academic staff affected by the decision. According to the AAUP, this was what happened in the Puerto Rico case.

The vehemence of the AAUP's reaction to Mr Figuli's claims is apparently based on anxiety that university administrations could be persuaded to negotiate contracts with tenured faculty which provide less protection than the AAUP's model regulations.

Although the AAUP model has been accepted, the precise terms of tenure and employment are a matter for individual universities. The association is keen to persuade employers that the model regulations give administrators the flexibility to deal with financial contraction.

But the argument with Mr Figuli has helped to expose the dilemma which faces the AAUP during the present spending recession. Although it functions as a trade union, the association regards itself as a professional association with a greater concern than its rivals for the well-being of higher education.

The association's leadership is therefore desperate to avoid divisive confrontations between unionized lecturers and college administrations of the kind many British universities have recently experienced. At the same time, it is reluctant to erode the concept of tenure which it regards as important for the quality of higher education as well as for the security of its members.

To help resolve this dilemma, the AAUP held a conference in Washington last month to determine how academic staff ought to respond to the financial crisis. Mr Irving Spitzberg, the association's general secretary, said later that representatives of other unions and employer organizations agreed that academics should participate fully in the difficult financial decisions which face many universities.

The conference has launched a number of initiatives to increase collaboration between staff and management. A working party has been set up to promote the participation of academics in financial planning – a practice which is rare in all but the leading American universities.

A second working group, designed to cut the number of institutions seeking to dismiss staff, plans to help colleges reduce staff by voluntary means. The group's work will be based on an incentive scheme adopted by Michigan State University last year after it announced its intention to fire 100 tenured academics.

A more difficult task faces a working group. It will try to draw up some principles to specify the point at which colleges are under sufficient financial stress to justify the dismissal of tenured staff.

The work of this group is expected to raise the fundamental question which some believe will determine whether the AAUP opts for its image as a trade union or a professional association, how doggedly it defends tenure.

At the Washington meeting, several members of the association argued that by condoning dismissal only when a college had reached the brink of collapse the AAUP was leaving penurious institutions too little room for manoeuvre.

Presidential improvements

Dr Clark Kerr: stronger leadership

A high-powered national commission, funded with a $283,000 grant from the Carnegie Corporation of New York, has been set up to find ways to improve the performance of college and university presidents.

The commission consists of presidents, trustees and other educational leaders who will preside over a study of the college presidency by Dr Clark Kerr, former president of the University of California and chairman of the Carnegie Commission on higher education.

Dr Kerr will be helped by Mr David Riesman, Henry Ford II professor of social sciences at Harvard University.

The commission has been formed by the association of governing boards of universities and colleges.

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The export and import swing in students

Students from Hongkong studying anatomy.

John O'Leary reports on proposals to free colleges to set their own fees for overseas students

Seven countries accounted for more than half the 73,179 overseas students in further and higher education in Britain during 1980–81. Malaysia sent most at 16.3 per cent of the total, with Hongkong, Iran, Nigeria, the United States, Greece and Iraq each taking up 3 per cent or more.

But under the definition adopted by the Overseas Student Trust, the lion's share of places went to Third World nations. Although the least developed and low income countries (the two poorest categories) had only 13 per cent of the students, the inclusion of middle income nations and those in OPEC brought the Third World figure to 80 per cent.

Elsewhere in the welter of statistics, it emerges that the overseas student population is evenly spread in relation to Britain's export and import markets. Of the 184 countries which sent students to Britain in 1980–81, 57 took less than £10m of British exports and a further 53 less than £50. But this group provided only 7,000 of the 73,000 students, compared with 19,000 who came from the small group of countries with export markets worth more than £1,000m to Britain. More than 48,000 students came from the 46 countries providing imports worth over £100m.

The report confirms the known downward trend of enrolments from abroad, quoting the figure of 121,748 overseas students of all types (including language schools and nursing training schemes) for 1979–80, some 3,000 below the peak of 1976–77. By the following year, numbers had dropped to 108,610, while provisional figures for 1981–2 show another 10 per cent decline.

The sharpest falls are in non-advanced further education. This year's figure of 13,000 students enrolled in publicly financed colleges is less than half that for the years immediately before full-cost fees. Numbers are down a third on last year.

The higher education figure has dropped by 10,000 to 49,000 in three years, although it is still twice that of 1970–71. The largest numbers are in universities, where overseas students amount to 7 per cent of undergraduates but 36 per cent of postgraduates. Engineering, administration and business studies are the most popular subjects. Applications for 1982–3 are only half those for 1979–80.

In perhaps its most cautious and understated bit of analysis, the report says: "Almost certainly the main reason for the decline has been the Government's policy of imposing full-cost fees on overseas students, but it is difficult to isolate the effects of fee policy from several other factors which affect the propensity of overseas students to come to Britain for study."

Among these are high living costs, movements in the exchange rate (especially against the dollar), educational costs elsewhere, political events in the sending countries, international economic developments, the recruiting efforts of British institutions, the availability of scholarship funds and the "general image of Britain as a desirable place to study".

Government policies have affected the numbers and distribution of overseas students. Over the past decade here has been an unsuccessful attempt to impose quotas on the number of foreign students admitted to each institution and a series of fee rises leading up to the so-called full-cost fee.

The Trust charts the actions of successive governments since 1970 including changes in immigration regulations and the latest manifestation: the introduction of health charges.

A little more and no less

A package of awards and fee exemptions costing an extra £15m lies at the centre of the Overseas Students Trust recommendations for changes in Government policy towards foreign students. The proposals, contained in Professor Peter Williams' report, *A Policy for Overseas Students*, would also redirect £20m of existing public expenditure into scholarship schemes sponsored by various departments.

Perhaps the most controversial recommendation is the gradual removal of the centrally determined minimum fee levels throughout further and higher education, leaving institutions free to set their own fees according to individual costs and their assessment of market forces. Fees would continue to be the main regulator of numbers, rather than any degree of return to quotas, but decision making would be decentralized for the purpose of numbers as well as finance.

Although a return to indiscriminate subsidy is ruled out, home student status is recommended for Hongkong and probably Cyprus, if possible sharing the costs with the respective governments. Other British dependencies, which send far fewer students to this country and are less costly, would be given the same status with no strings attached.

Those countries which take approximately equal numbers of British students to those sent to this country should be approached bilaterally to negotiate reciprocal arrangements for fees. Canada and the United States are the largest of the five countries involved and problems are envisaged because of their federal systems of government. The remaining three are Austria, Sweden and Switzerland.

In all, more than 15,000 overseas students might be assisted by the programme, compared with 7,000 currently aided by various Government schemes at a cost of £50m. New awards would be spread more thinly to benefit the greatest numbers possible and sharing costs would expand opportunities.

The proposals are premised on an overseas student policy that is "multi-dimensional in nature and lies more in the area of foreign than educational policy." Having ruled out quotas and visa charges (on the Australian model) as ineffective, bureaucratic and contrary to British traditions, it is assumed that a policy would require a mix of market forces and administrative regulators.

A mix of private and sponsored students is desirable but a number of selection criteria are examined. Country of origin, for example, might be used either on grounds of political relationships such as the Commonwealth, or commercial relationships, or because of perceived obligations to particular nations.

The dependent territories are thought to have the strongest claim to preferential treatment because of the implication of reciprocal obligations. Hongkong sends over 95 per cent of the dependencies' students and Bermuda is also thought sufficiently affluent to consider sharing costs.

Newly arrived permanent immigrants and children of Britons working abroad are two categories of students which are said to be "on the margins of the overseas student definition". Their claims should be investigated further.

Other countries' students should be assisted through scholarship schemes, with the possible exception of Cyprus. The island has no university and is traditionally dependent on British institutions of further and higher education. It is considered a special case because of its Commonwealth and EEC associations, its large refugee population, strategic importance and constitutional ties with Britain.

Neither the Commonwealth nor the poorest nations are considered possible groupings for general fee remission. In the case of the Commonwealth, this is found to be "expensive and rather unselective" since it provides 44 per cent of the present overseas student population. A further expansion of the Commonwealth and Scholarship Programme is preferred.

Preference for students from the poorest backgrounds or the poorest countries is considered impractical. Tuition fee concessions would not be enough to enable the really poor to study in Britain, as the Overseas Student Research awards scheme has shown, while the uneven distribution of wealth in the most underdeveloped countries might be exacerbated if student places were taken up only by an elite. Means testing would be administratively impossible.

A new system of awards would apply for student places that were development aid and those that were considered in the British interest.

Local authorities would not be expected to contribute to the programme and the £35m needed would come from reallocated Government spending, shared funding and new public expenditure.

By switching less than 2 per cent of the Overseas Development Administration budget into new awards, largely in technical cooperation, £13.5m would be raised. Technical and Management Awards are proposed to attract future high flyers who might benefit Britain commercially.

The scheme would cost £4m and would be paid for by the Department of Trade with 0.5 per cent of its budget presently used for other promotional purposes. And £1m would need to be found from the Foreign and Commonwealth Office to make up the full amount required for new scholarships administered by the British Council and directed towards diplomatic and cultural objectives.

The additional £15m of public money would be used to fund extensions of home fee status, further fee concessions and other new awards, such as the proposed general purpose awards, which would amount to 10 per cent of the total and be administered by the institutions. These would cater for private students, acting as a safety net for those who do not qualify under other schemes, and might be distributed according to the average number of foreign students in each institution over a number of years.

Shared funding should be used wherever possible, says the report. In addition, private funds would be sought within Britain from industry, charities and such sources as university endowments especially for the proposed trade-related awards.

The Government would set the fees for a two-year transitional period. After that, it would only issue guidelines.

The report says that flexible fees are justified in that they benefit both institutions and students and give a more accurate reflection of costs. Institutions might wish to set fees for longer than a single year and would be encouraged to set levels earlier in the year.

The proposed guidelines would be that overseas fees should be no less than those for British students. would be set at levels which preclude the diversion of resources from home students and would be sufficiently high to ensure proper academic provision, taking into account the special needs of some overseas students.

The original principle of full-cost fees – a straightforward division of costs by the number of students – would be abandoned in favour of the use of marginal costs with "an appropriate contribution" to overheads. The principle of no subsidy would be maintained and fees would continue to be the main regulator of the flow of overseas students.

The benefits for Britain

The tone of the report is set in a preliminary chapter arguing the case for a coherent and cohesive policy on overseas students. Like the trust's book, the Overseas Student Question, the justification for further consideration is set out in terms which might be thought to appeal to a Conservative government, rather than just to the aid lobby.

Four main areas of self-interest are **identified in the acceptance of foreign students: the possibility of future trade orders being influenced by former students; economic benefits from expenditure during courses here; the international dimension provided in institutions of higher education as well as benefits from research; and long-term national relationships assisted by links with political, administrative and business leaders.**

Previous policies were generous but indiscriminate and bore little relation to Britain's long-term priorities, the trust contends. It sees no prospect of a return to the "open door" approach, nor does it recommend it. But it finds the present government's approach equally unfocused, if less costly.

"Fees are now high, the subsidy is much reduced and the numbers are falling accordingly," says the summary of the report. "But it is the conclusion of this study that this change in approach has not been accompanied by an adequate review of the effect of that change on British interests in the fields of diplomacy, aid and trade.

The argument is not that we should return to the high general subsidy and very large numbers but that the new policy of economic fees should be accompanied by a change in the use of a tiny fraction of the $2.3 billion of Government money which we use annually for the furtherance of our objectives in trade, aid and diplomacy."

The previous subsidy is accepted to be around £150m, although Professor Mark Blaug's chapter in the Overseas Student Question illustrated just how widely interpretations of costs and benefits can differ. It is assumed that the new fee levels have eradicated the subsidy, although the possibility that they now produce a profit overall is not addressed. The immediate economic benefits are thought instead to flow from the £400m that overseas students might be presumed to spend (at £6,000 per head including tuition fees) in this country.

Other benefits are inevitably less easily quantifiable, as those sympathetic to the plight of foreign students have discovered already in trying to put their case to the Government. The likelihood of economic and political benefits in future years from sympathetic former students in influential positions is assumed but cannot be proved.

More easily identifiable is the damage to Britain's standing abroad which the introduction of full-cost fees has done. The report says: "The notion gaining ground abroad that we have no confidence in our own society and its values, that overseas students will be received only on sufferance and will encounter racially prejudiced treatment when they arrive, must be dispelled.

"In this respect Britain does not help herself by levying health charges to raise trifling amounts, by her restrictive arrangements vis-a-vis overseas students working to help support themselves financially while they study, or by the paucity of the resources she invests in overseas student welfare and counselling."

France and the United States (two of the 12 countries visited by Professor Williams and Mr Martin Kenyon, the trust's director,) are held up as examples of a more positive approach. Both accept larger numbers of foreign students and expect further increases.

The trust's view of the basis on which the Government should be operating is summed up in one sentence. "There is thus a challenge to Britain to devise a policy which will ensure a full share of the benefits from receiving overseas students, but without incurring unnecessary cost."

●*A policy for overseas students*, £5 plus £2.50pp from OST, 14 Denbigh Street, London SW1.

Constitutional wrangle may affect growth

Günther Kloss examines West Germany's new four-year building plan for colleges and universities and shows how it reflects current priorities for higher education.

The Ruhr University in Bochum, opened in 1965: expansion in higher education may have to stop

The apparently endless expansion of higher education in West Germany would appear at first sight to be in little danger after the adoption of a new, four-year programme of building known as the *Rahmenplan*. Although details of the joint *Federation-Länder* plan will mean some contraction because it takes no account of rising costs, the envisaged annual expenditure of DM2,000m (£400m) *between 1982 and 1986* comes very close to actual spending figures in the last two years.

However, this superficial normality and continuity hides some important difficulties. The Federation and the *Länder* are at loggerheads about the entire constitutional concept of the "joint task", which forms the basis of these building programmes. The planning and decision-making process has been seriously disrupted. And the financing of the programme is by no means secure.

The shared financing of higher education building (new buildings, the modernization and alteration of old ones, including planning costs and acquisition of land, and the provision of expensive equipment like large computers or body scanners) goes back to 1969 constitutional amendment which created joint tasks. It effectively permitted the Federation to plan jointly with all the *Länder* (which hitherto had handled university building separately *and on their own*) *the expansion* of higher education. In addition to establishing the possibility of planning on a national scale it put an obligation on the Federation to contribute 50 per cent of the cost of any approved project.

The legislation to implement the new joint task "higher education building" stated that it would create a coherent system of institutions of higher education in terms of purpose, subject areas, number, size and location; guarantee a sufficient and balanced range of student and research places; support centres of research; to create the facilities for a balanced relationship between teaching and research, for a functional university structure, and for a course reform; and guarantee the best utilization of existing and new facilities, in the light of the expected demand for student places and the expected long-term need.

Under the Act, an annual general building programme is drawn up and approved by the Higher Education Building Planning Committee, composed of ministers and civil servants from the Federation and the *Länder*. The *Rahmenplan* contains a general section, setting out the assumptions and the goals underlying the expansion programme. It also lists and describes approved building projects, with their cost and the required expenditure for each year of the programme.

> **"As the number of prospective students rose beyond expectation the priority was to accomodate them"**

Under this scheme, it was possible for the first time to obtain a picture of the development of the institutions of higher education in the Federal Republic. The Federation was given a voice in the planning process, and through the enforced collaboration among the politicians and civil servants of the 11 *Länder* with each other, and with the Federation, gradually a better coordination was achieved. Uniform basic norms for the area per student in the various types of institutions and building cost per square metre, were established. The *Wissenschaftsrat*, the pre-existing higher education advisory body, which has independent academic members as well as members of the *Länder* and Federal administrations, was asked to examine projects put forward by the *Länder* and make recommendations to the planning committee. However, only the latter, as the "political" body, was able to take decisions (and, to a certain extent, to pre-empt budgetary powers of the individual legislatures). Almost without exception, the planning committee has adopted the recommendations of the *Wissenschaftsrat*.

The true impact of this two-stage supra-regional planning and decision-making process on the structure of the West German higher education *system* needs much closer examination than is possible here. Initially the reform-oriented Federal Government thought to interpret the terms of reference of the planning committee widely and to realize a number of reform ideas via the expansion programmes, which lay down which subject is to be expanded where. On the other hand, the Federation has no right of initiative. Each project has to be proposed by the *Land* where the institution is situated. Nevertheless, a number of general goals and priorities were agreed over the years, for example, the maximum number of student places to be provided (850,000, this target still holds good), the regional and subject-specific distribution of this target figure, the particular emphasis on certain types of institutions (eg medical schools and latterly *Fachhochschulen* (advanced vocational colleges), the preservation of research facilities.

Agreement was relatively easy in the early years of plenty, when almost every project which conformed to the agreed standards was approved. As the number of prospective students rose beyond expectations the priority was to accommodate them. Indeed, all general expansion programmes were approved unanimously, and most proposed individual projects obtained approval at the "examination stage" with the *Wissenschaftsrat*. Between 1970 and 1980, some 250,000 new, additional student places were created at existing and at new higher education institutions, and a total of DM26,487m (approximately £6,621m) was spent.

Problems arose when the Federation experienced serious budgetary difficulties in 1980. It put a caveat in the tenth plan for new building projects. It sought economies by arbitrarily cutting by 20 per cent its allocation for capital projects in 1981 and announcing further cuts for the years 1982 to 1984. The *Länder*, who had not been warned, were furious. The measures put all building projects in jeopardy, those planned and those under construction. Few *Länder* would have been able to continue on their own, as they had budgeted with the Federation's 50 per cent share in mind. In addition they were angry that the Federation, which for years had defended the *joint task* and its own prominent part in it against the growing unease of many of the *Länder*, now undermined the whole basis of the joint long-term planning process and endangered the provision of additional student places at a time when the number of students was expected to rise until the end of the decade.

They protested vigorously. A lamentable squabble and bargaining ensued, with the *Länder* blocking the entire Federal budget and threatening to go to the constitutional court. (Bavaria is the only *Land* left still persisting in this course of action.) The Federation shifted ground several times until under the guidance of the mediation committee of both houses of the Federal Parliament, a compromise was reached.

In practical terms, the Federal contribution was reduced but not as much as the Federation had intended originally. The *Länder* declared their readiness to advance some of the Federal contributions for 1981 and 1982, which the Federation will have to repay from 1982 onwards. This will therefore substantially reduce the effective Federal contributions available in those years, since the Federation has fixed a cash limit for each year.

Instead of updating the *Rahmenplan* as usual in 1981 an "emergency programme" only, amounting in total to DM400m (£100m), was agreed. This contained chiefly small projects essential to maintain the viability of an institution, which the *Wissenschaftsrat* had chose from projects put forward by the *Länder* costing two and a half times as much as was available.

> **"No university or advanced vocational college has been proposed for closure and the target of 850,000 student places has been maintained"**

The *Wissenschaftsrat* was similarly required to establish an order of priority when it came to recommending projects to be included in the belated, combined eleventh and twelfth *Rahmenplan*. It thus had to be much more selective. It cut out almost three-quarters of the new projects suggested by the *Länder*. Some of these were merely postponed, others rejected. Notwithstanding the *bad feeling on the part of the Länder* the planning committee passed the final version of the eleventh and twelfth building programme largely as recommended by the *Wissenschaftsrat*.

Despite the latter's heavy pruning, virtually all the available capital grants will be needed to complete projects already in progress. At the present reckoning, in order to realize any of the small number of new capital projects recommended, the *Länder* will again have to advance the funds.

However, the very fact that it was possible to agree on a new programme is a positive step. And it indicates more clearly than earlier programmes where the current priorities in West Germany's higher education lie: to increase the number of places in those institutions which offer short and practice-oriented courses, in the *Fachhochschulen*; to "round off" the new universities by bringing them up to a viable size; to install some large equipment to assist research; and to reduce *somewhat* the allocation to the medical schools and teaching hospitals which in previous years has been disproportionate. But no university or advanced vocational college has been proposed for closure and the target of 850,000 student places has been maintained. In fact, to depart from this officially would have been a political impossibility, considering that there are already now more than a million students.

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The teacher in the corner

Studying with television: Channel 4 will offer more variety, less formality

When Channel Four bursts onto our screens this autumn it will more than double ITV's output of education programmes and show them at peak viewing times.

About seven out of a total 60 hours a week have been set aside for education, but there will be no schools programmes and little will be for younger children.

Instead the new channel will concentrate on education for adults. Some of the programmes will be so informal they will be indistinguishable from the general output of news, current affairs, documentaries, arts, sport and light entertainment.

The main difference with Channel Four is that it is like a publishing house and will commission programmes *from existing channels or from* the large number of independent companies just starting up. This will encourage minority groups hungry for their own programmes and give programme-makers the chance to innovate and experiment with form and content.

The whole approach to education is also different, aiming to stimulate and inform as well as educate in the traditional sense.

Education programmes will not arrive in any one shape or form but will provide a wide choice for people of all ages and interests. They will range from the purely intellectual to the practical, encompassing regular magazine programmes for consumers and the over-60s and also series on Shakespeare, design, new technology, everyday maths, health, gardening and archaeology.

Ms Naomi McIntosh, the senior commissioning editor for education, wants programmes to be suitable for individuals or groups, and for watching either at home or in a more formal setting like an adult education institute.

"Anything which people want to learn and which makes people want to learn should be part of our canvas," she said. "Sometimes it may stimulate them into other activities, sometimes they could simply be wiser or better informed."

Her ideas stem partly from her experience as an Open University professor and from being an active member of the Advisory Council for Adult and Continuing Education. She is also a former chairman of the National Gas Consumer Council.

Channel Four should recognize that as more people lose their jobs or retire early, they will need more help to plan their leisure time creatively, Ms McIntosh argues. Something that is job-related may also be an important part of active retirement for older people or simply something to fill time if you are unemployed.

An important part of the channel's education service will be to give people the opportunity to pursue ideas further. Mr Derek Cook, its educational liaison officer, wants to ensure

> **Channel 4 will bring more education to our television screens, most of it for adults. Charlotte Barry looks at what is in store**

that no programme is allowed to go out unless accompanied by advance publicity and back-up material.

These will vary from simple leaflets, cassettes and books (but not the coffee table variety) to more complicated schemes involving colleges, adult institutes, voluntary organizations and community services. The possibilities are already being explored with health councils, Age Concern, the Adult Literacy and Basic Skills Unit, the National Federation of Women's Institutes to name a few.

Mr Cook said: "We want to make sure that all education bodies, voluntary groups, community associations, trade unions – in fact any group that could in any way have an educational function – know in advance about a programme going out and use it to stimulate more activities on their own."

Already planned for the first year is a weekly magazine programme for the over-60s which will go out between 5.15 and 6pm. The programmes being piloted by an Edinburgh company will develop in response to reaction from the viewers, who may eventually write, make and present the series.

Another priority is a second weekly series at the prime time of 8.30 to 9pm for people wanting to learn more about their roles as parents, consumers, trade unionists, bosses, voters or taxpayers.

Ms Carol Haslam, the commissioning editor for documentary series is also planning one on health choices which will look at the social, political and economic determinants of health such as occupation, gender and social class. "In an attractive and entertaining way we are trying to get people interested in these issues," she explained.

There will also be series on the history of technology from the stone age, on social and cultural life in China, a history of Africa (by BVasil Davidson), and on the 1960s.

Other regular programmes will cover cooking, gardening, fitness and sport. The Royal College of Art may help produce a visual education series called *Ways of Seeing* with *programmes on photography*, fine art, architecture and town planning. There will be Shakespeare workshops performed by a group from the National Theatre in London's Roundhouse and programmes for young people with more time than money to play with.

Apart from schoolchildren, the other potential areas deliberately missed by the education team are languages, computers and adult literacy (already covered by the BBC) and wildlife and ecology (done by Channel Four elsewhere).

In an attempt to balance the BBC's success with the adult literacy campaign, Channel Four will concentrate on adult numeracy. The first *step will be to improve and build on* the Yorkshire TV series *Make It Count* and *Numbers at Work*.

A third series would run from 6.30 to 7pm and could lead on to teaching other basic survival needs like welfare rights. The National Extension College will provide the back-up for the programmes on everyday maths including a computerized marking service similar to the RSVP system in the United States.

Channel Four is also considering giving airtime to the Open University, the planned Open Tech and the new youth training scheme put forward by the Manpower Services Commission. High level discussions are still going on, and the outcome *will not be known for a few months*. Naomi McIntosh said: "We are prepared to cooperate in what has to be seen as a major national need but it is by no means clear to me what if anything we should be doing."

What is clear is that Channel Four will not be taking the overflow from the OU's undegraduate programme as it is pushed out of peak hours on BBC2, *instead*, it will give space to the university's expanding continuing education faculty.

It is prepared to consider allowing the youth training scheme to transmit programmes during the day before the channel comes on the air properly at 5.30pm, providing one day is set aside for adult training to offset the "grotesque imbalance" towards youth training. The Open Tech could then transmit on Saturday and Sunday mornings.

Channel Four is also considering proposals on management education from Henley College and the University of Strathclyde, and on architecture from the Royal Institute of British Architects.

Development education and Third World issues will be dealt with by the International Broadcasting Trust, a consortium of more than 60 voluntary organizations including learned societies like the Royal Anthropological Society, adult education bodies such as the Workers' Educational Association and charities like War on Want.

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One language to another

Julian Hilton visits the European College for Translators in West Germany

On the Dutch-German border close to Venlo, where British Intelligence suffered one of its more ignominious defeats at the start of the Second World War, is the little town of Straelen (pronounced Stralen). It is a flowers and vegetable centre, home of Europe's biggest market in cut flowers, flat and fertile with an atmosphere like that of Stamford in the Fens. Here, in a renovated medieval house just off the splendid market square is the European Translators' College (Europäisches Übersetzer Kollegium).

The college was set up about five years ago on the initiative of a son of the town, Elmar Tophoven, a German now resident in Paris whose life has been devoted to translation. He has done Beckett into German, and Robbe-Grillet. And while we were there he arrived hot foot from Paris with a bundle of Yves Montand's *chansons* under his arm to be translated for Montand's coming German tour. His model was the translator's school in late medieval Toledo where the art and importance of translation was taught and upheld, but his purpose now is far from archaeological.

The college is an institution open to any translator who is working in the field of translating literary works from one European language into another. Its motto is accessibility, both to the individual working in the business of translation and making works of literature more widely accessible in good translations. As a result of a Unesco resolution on translation, there is also now to be a concerted effort on behalf of the translator to get him the status he deserves, proper contracts and better access to publishing markets.

Spearheading this drive is the translators' collective itself whose secretary, Klaus Birkenhauer, runs the college and is its representative on the central committee of the Paper and Print Union of the West German TUC. Himself a translator of Nabokov into German he is well aware of the demands placed on the translator. But he is also an established critic, with works published on Kleist and Beckett, and understands from the other side the way translation does not receive much attention (other than nit-picking) from the academic establishment. Part of the response is legal: a new contract which has the backing of the European Commission's cultural department is now being drafted. Part of the response is technological. A computer and word processor, with a substantial memory and good quality print capacity are to hand for both the mechanics of translation and the production of limited editions of works in translation.

The contractual implications are profound. It was clear from the gathering of representatives of all the major western European languages present at a week's seminar on translating eighteenth and nineteenth century German that even such basic rights as having one's name appear on the title page of a work are not widely observed. Translators tended to be badly or never paid. Literary translations were bought on a fee basis and the translator seldom received royalties or any further money for subsequent reprintings of their work. The purpose of the new contract is to rectify these injustices and anomalies. To encourage publishers to reconsider some of their less attractive practices the college, with assistance from the European Commission, is launching a pilot scheme where publishers may submit plans for publication of new translations by authors whom they will properly contract and receive a 50 per cent subsidy, if an international committee approves, for the translator's fees.

Equally profound are the effects of new methodologies on translating practice. Of course the computer and word processor can be a valuable aid both in the search for good translations of complex, recondite or idiomatic terms: but at the same time the idea of the college is to encourage translators to work in a college using the resources the place and the members have to offer. This means that projects are undertaken in groups, and that consultant advice is always to hand from within the group. After an initial phase in which a group finds its own "language" a remarkable homogeneity of style develops which makes it in turn possible to use a team on a given project rather than necessarily load the individual with sole responsibility. Translation can be a thankless art: the original is praised if the translation is good, the translator is blamed for all the faults. By using a group the individual has access to skilled and helpful criticism and he also has the security when his work is published that what he has done has been through a far better scrutiny than he may have received from the publisher's readers.

The college is – and here my reference to Stamford is not an accident – a radical intellectual community in the best sense of the word. There are at present six rooms for guests at the college and there are plans to expand to 21. Translators who wish to get on with their work may apply to Dr Birkenhauer to stay in the college for a period of, say, six weeks and, if accepted may stay free. The college has therefore a role as benefactor, the thanks it wishes being no more than the gift of copies of translations and private glossaries to the college's rapidly growing collection.

Vladimir Nabokov: done into German

At the same time the college seems to express, close as it is to Holland and Belgium and hosting as it does visitors from all over Europe, the real and valuable advantage of a European community, something the town fathers who have put a lot of their ratepayers' money into the scheme clearly prize. And the college does its bit for the town. It has translated all the names of flowers sold in Straelen into Hebrew since Israel is now a major exporter of cut blooms. While I was there a lady whose husband had been a prisoner of war in Belgium used the college to have a letter drafted to the Belgian authorities asking that this be confirmed as it affected her pension rights. Birkenhauer even programmed the Chinese astrological system into his machine and told horoscopes in the market square at the annual fair.

This base in a local community, rather than a university, is perhaps the college's main strength. It thus escapes most of the bureaucracy and the status conflicts which can so easily dog such an institution. Straelen itself, which was once Dutch and whose dialect is in all essential points Dutch, knows what it means to inhabit two language spheres. It is a hospitable community: we were welcomed by the mayor and the leader of the local town council. We were shown round the flower auction where the buying process, now fully electronic, seemed more like space invaders than saying it with flowers. And, not least, we ate well in a variety of excellent restaurants.

The author teaches in the school of English and American studies at the University of East Anglia. Further information about the college's work may be obtained from: Dr Klaus Birkenhauer, Europäisches Übersetzer Kollegium E.V., D-4172 Straelen-Niederrhein, Muehlenstrasse 10, West Germany.

David Berry celebrates the tenth anniversary of the magazine 'Radical Philosophy'

Which way to turn at the end of a decade

Last week *Radical Philosophy* was ten years old; the journal has maintained a steady output of three issues a year since 1972. This is hardly the most auspicious moment for celebration of course – higher education cuts, government attempts to make courses more relevant to economic needs, and what Chris Arthur, a founding member of the magazine, describes as a return to cold-war thinking, all these are very different circumstances to those behind the heady optimism that produced the magazine in the heyday of Robbins expansion.

The magazine still bears the mark of those days. It has no company structure or membership and no commercial publisher providing capital or business acumen. It is still produced by a group of friends, mostly academic philosophers in the new universities or polytechnics. Above all, it is still a magazine of the Left rather than a specialist philosophical journal, aligning itself more with other Left journals – *Capital and Class, History Workshop, Critique of Anthropology* (all started in the early 1970s) and the rather older *New Left Review* – than with the philosophy quarterlies.

The idea for a radical philosophical magazine came from three young philosophy lecturers at the University of Kent; Tony Skillen, Richard Norman and Sean Sayers. They were influenced by the student movement of the 1960s and, in particular, the demands of some radical students to challenge the content of their courses and to connect the curriculum more closely to social change. They were bored with the philosophy taught at most British universities, the analytical tradition handed down through Ayer, Strawson and Ryle.

In 1971 they invited a few friends to a meeting in Kent and then to a larger meeting in London. From this came the idea of the magazine and a regular conference. The aim was to criticize conventional British philosophy, to spread new philosophical alternatives and to make explicit the connections between philosophy and politics. After some canvassing for the name "Red Mind", the magazine was eventually christened *Radical Philosophy*.

The first issue appeared in 1972 and was financed by extended credit from Kent's printing department. There was no initial capital. Three thousand copies were printed and quickly sold out. The editorial claimed that "British philosophy is at a dead end. Its academic practitioners have made philosophy into a specialized academic subject of little relevance to anyone outside the small circle of professional philosophers." *Radical Philosophy*, by contrast, was going to expose this kind of philosophy as "conservatism masquerading as formal reason". It set out to examine causes and to present and develop positive alternatives. It was going to be purposely and purposively interdisciplinary.

For Jonathan Ree, a graduate student at the time and now a lecturer at Middlesex Polytechnic, *Radical Philosophy* "came as a tremendous revelation and intellectual breakthrough". Ree was one of the early editors who is still connected with the magazine. "I suppose there have been three phases in *Radical Philosophy* which coincide very roughly with chronology. The first ten issues were deliberately eclectic. We had articles on film and art theory, LSD, the occult, as well as more conventional pieces on continental philosophy and Marxism. There was no strong editorial policy, and the sense of the magazine was of a lot of people who had come through analytical philosophy and were spreading their wings. From issue 11 to issue 20, there was a stronger concern for promoting positive alternatives – the dialectical tradition, Foucault, the new continental philosophers. In the past few years, the direction has changed towards using philosophical traditions to develop and criticize current ideas in the British Left. The magazine is more confident and more political. It is not cringing to new orthodoxies."

In fact, the criticism of contemporary British philosophy has been noticeably absent from the magazine. Apart from the odd swipe at Hare and attempts to reclaim Wittgenstein, *Radical Philosophy* has rarely moved beyond Ernest Gellner's original critique *Words and Things*. Roy Edgeley, a retired professor of philosophy at Sussex University, has had a long association with the magazine. "Our original claim, which I still think is correct, is that analytical philosophy conceives itself as non-substantive inquiry, as more concerned with logic than with synthesis. In Wittgenstein's words, 'it leaves everything as it is'. Since the early 1960s, the preoccupation of mainstream British philosophy has simply been to produce a more elegant version of the logical empiricism of Russell and Ayer. The bright young men of that time – Warnock, Pears and Williams – really haven't come to anything and they haven't had the stature of Ryle or Austin. I suppose it was because they came into a philosophical movement after it had been firmly established and lacked the zest to try anything new."

If *Radical Philosophy* lacked anything, it was hardly zest for the new. The main alternative proposed by the magazine is to return to and develop the thinking of Hegel and Marx and most of the editors have worked in this tradition.

It is in this sense that *Radical Philosophy* has been seen by its admirers and critics alike as a Marxist journal. And there has been a certain coyness about whether to "come out" as Marxist or not. Marxism after all means very different things to different people and is still a dirty word in conventional British philosophy, or at least a non-philosophical word. *Radical Philosophy* has in fact published many authors who would not regard themselves as Marxist and the magazine has often been very critical of the Marxist Left. Chris Arthur, now a philosophy lecturer at Sussex University, explains: "There really has been a lot of sloppy thinking on the British Left around major theoretical issues. We've wanted to concentrate on rethinking a common sense that runs through left ideas and practice." So the magazine has published articles recently on racism and nuclear disarmament as well as conservatism and the Cold War.

An issue planned for next year is on feminism and is being coordinated by Alison Assiter who lectures at Thames Polytechnic. The issue will concentrate on two aspects: an attempt to connect rationality with masculinism, how much have male philosophers worked with a very limited definition of rational thought? And also to make a philosophical contribution to the debate on feminism and socialism. Assiter is one of the few women involved with *Radical Philosophy*; more than 50 people have helped edit the magazine, in the absence of a formal editor, and only seven have been women.

This concern with politics has tended to isolate *Radical Philosophy* even more from the academy. One of the main achievements of the magazine, however, has been its contribution to the philosophy of science, a mainstream discipline. More than half the articles published have been concerned with the problems of science, social science and ideology.

In general, though, *Radical Philosophy* and "analytical philosophy" have ignored one another. Several of the editors have strongly criticized the analytical tradition elsewhere but *Radical Philosophy* has rarely given space to this kind of debate. Early on, the magazine abandoned any attempts to influence the protagonists of conventional philosophy, or to present issues in terms they would recognize, and concentrated on their students.

Radical Philosophy has always had a strong sale among students and graduates. The present circulation of 3,500 puts it in the other philosophical journals in the UK; *Mind*, often closest with a circulation of just over 3,000. Like many other Left journals, the magazine has a strong network of college sellers and also sells in radical and university bookshops; again unlike *Mind*, which is almost entirely circulated amongst faculty staff and libraries. Part of the *Radical Philosophy* "movement" has been to organize regular day-schools and conferences, some of which have attracted up to 500 participants.

Ten years on, *Radical Philosophy*, and the movement it represents, face a crisis of identity. Most of the editors admit that the magazine has had little impact on British philosophy. But now times have changed. In issue 30, Joe McCarney argues that analytical philosophy has finally run out of steam, partly because of its own internal criticisms and partly because the analytical philosophers have just got bored and are looking around for different approaches. McCarney points to the revival of the Hegelian tradition, there is now a British Hegel Society, and the increased interest now being shown in continental philosophy. He argued that *Radical Philosophy* should now abandon its eclecticism and locate itself firmly as the house organ of the "Left Hegelians". Several of the editorial collective sympathize with this view, including Arthur and Edgeley. If this becomes the central view, the way is clearly marked out for a new rapprochement with conventional philosophy, perhaps in the way that other Left journals like *History Workshop* are now firmly established as the Left opposition in their disciplines.

Alternative views are proposed by Noel Parker and Jonathan Ree. Parker would like to continue to communicate in terms of the politics of the Left. Ree would like to maintain the original spirit of the magazine and not tie it closely to any theoretical position. He remains sceptical about any change in conventional philosophy. "You've still got a dozen professors, schooled in the analytical tradition who control all the major appointments and, with the cuts, they're not going to allow us much space". *Radical Philosophy* is again appealing to its readers to resolve the general direction of its next ten years.

The author is a freelance journalist.

The camera: fad for an era.

The Eureka syndrome

People hit on original ideas more by chance than by simply expanding old ones, argues Liam Hudson

Where do new ideas come from? Many grow, more or less directly out of old ideas. A new gearbox takes shape, often, as an outgrowth of old gearboxes. The process of adaptation is fairly smooth and continuous, though, like the revision of a text, a more intuitive and mysterious business than it is sometimes allowed to seem. (Good ideas, like good jokes, appear not in first draft or second, but in thirteenth or fourteenth.)

I want neither to deny that such smooth adaptation occurs, nor to cast doubt on its significance. I do want to claim, though, that progress is sometimes more a matter of furches; of large steps and large surprises rather than an accumulation of small ones. These lurches are sometimes interspersed not so much with calm and order as with anxiety and frustration.

In pursuit of this claim, I am going to offer a number of examples – instances from a wide diversity of fields; then to draw a pair of morals, both slipery, but neither excessively so; and then – armed with examples and morals – I want to attempt something rather rash, even McLuhan-like: to address a problem of national significance and point to a conceptual shift that must occur if this is to be resolved.

Examples of sudden originality are legion, and they are heavily anthologized. Poincaré, the great French mathematician, claimed that he solved a troublesome mathematical problem while stepping onto a bus in Coutances and while thinking of something else. Kekule, the German chemist, claimed that, having struggled unsuccessfully with the problem of benzene and its chemical structure, he dozed, and dreamt of snakes – snakes, like those in Greek mythology, that seized their own tails. He woke to the realization that the structure of benzene was a ring.

A period of struggle, followed by a phase of distraction or incubation and then, out of the blue – Eureka!; the solution arrives whole and entire. This is the textbook account. In practice, events may be more muddled and various, but Poincaré and Kekule serve satisfactorily as ideal types. I have selected my own examples from four very diverse fields. In each there is a lurch or series of lurches. In the first, the prime focus of interest is psychological; in the second, third and fourth, attention is redirected progressively towards the institution and genre. The shift from the psychological to the cultural is intentional because, in the end, it is a collective rather than a purely personal problem that I want to address: originality at a cultural rather than individual level.

The German poet, Rilke, is famous now for works of considerable density: the *Duino Elegies* and the *Sonnets to Orpheus*. He was at work on the *Elegies* in the years before the First World War, but became distracted and depressed – as we would say, "blocked". Between 1912 and 1921, he produced little. Then, in August 1921, he set himself up in isolation at the Chateau de Muzot, ready to write. He waited six months for "utterance and release", which did not come to him until February of the following year. The events that finally served to release him were apparently trivial but heavily freighted with symbolic significance: the news of the death of a beautiful young woman, Wera Knoop, whom he hardly knew, and the sight in a shop window of an engraving of Orpheus and his lyre.

Speaking afterwards to visitors, Rilke said that, as his gaze fell on this image of Orpheus, the *Sonnets* grouped themselves around it "in a flash", giving themselves its name, and focusing themselves on the girl Wera, to whom they were dedicated. When he began to write, Rilke had expected to finish the *Elegies*. What he in fact unleashed were the first 26 *Sonnets to Orpheus*. He then polished off the *Elegies* and wrote a further 29 *Sonnets*; all this within 18 days, writing largely without revision, as if taking dictation – 1,230 lines of poetry in all, pithy and compacted.

All sorts of questions arise. Where "were" the *Sonnets* before Rilke wrote them down? And what was the relation of this astonishing outburst of disciplined activity to the years of depression that preceded it? There are sensible answers, but they are for another context. Sufficient, here, to bear in mind what is beyond dispute: the suddenness of it all, after so long a delay.

My second instance is from another sphere altogether: Charlie Parker and the world of jazz. Parker, a saxophonist, carried the medium in which he worked a notch forward somewhat in the sense that Heisenberg carried forward theoretical physics. Many lives are built on subterranean contradictions and paradox. In Parker's, the contradictions and paradoxes stood flamboyantly exposed. Spoilt and wilful, he taught

Saxophonist Charlie Parker: spoilt.

himself to play the saxophone by hanging around the back-doors of the clubs in Kansas City where the great men of the day played. Rather than take formal advice or instruction, he learnt by teaching himself to imitate, note for note, the solos of one man in particular, Lester Young. When it was explained to him that jazz was played in more than one key, he taught himself, in isolation, to play certain tunes in all twelve keys.

When Parker tried, in his teens, to break into the world of adult jazz, his technique failed him and, twice, he suffered public humiliation. At 16, he was incompetent and a laughing stock. By 20, he had begun to display the harmonic inventiveness, the speed, and the cutting tone that were the hallmarks of his mature style. By that age, his biographer estimates, he had spent no less than 15,000 hours playing the saxophone, often in the most deadening of settings.

By his mid-20s, he was producing the performances of unchallengeable quality for which he is now famous. By the age of 34 he was dead, suffering, it seems, cirrhosis of the liver, pneumonia and stomach ulcers, and having survived a heart attack, heroin addiction and schizophrenia. He was a man who had displayed extraordinary gluttony – for food, sex, alcohol and drugs – yet who was obsessed with technique; a spoilt child who was capable of extraordinary feats of self discipline; a musical revolutionary who found his way by sedulous imitation. His personal life consisted in a succession of ill-regulated lurches, and the musical success that came to him came very rapidly indeed.

In contrast, my third instance is one in which it is the genre rather than the individual that commands attention: the invention of porcelain. In the sixteenth and seventeenth centuries, porcelain was imported into Europe from the Orient and was highly prized. In a surprising variety of places, arcanists were commissioned by their princes to replicate this costly ware. Two solutions were reached, one by the French, the other by the Germans; the first based on ground glass mixed with clay, and the second, like the oriental wares, based on petunse. After a lapse of more than half a century, it was the French version of the secret that reached the British Isles, via Huguenot emigres living in Soho.

The point of this instance is in the rapidity of what then occurred. When the secret first reached Soho in 1742, one Huguenot in particular, Nicholas Sprimont, was a 26-year-old silversmith. Within a year or two, he had abandoned silversmithing and, with partners, was learning to cope with this intransigent new material, "soft-paste" porcelain. Within a year or two more, Sprimont was in sole charge of the factory at Chelsea and by 1750 he was producing the most beautiful porcelain this country has ever made. Five or six years later Sprimont fell ill, and although he recovered, the great days of the Chelsea factory were over. The more humdrum process of turning porcelain into a commercially viable product had begun.

There is all the world of difference, of course, between the beauty of those early Chelsea wares and a soundly manufactured cup, saucer or plate. Aesthetic, economic and technical considerations often conflict. No one is any more significant than the others; my concern is only to put down a marker – for it is to the relation of the aesthetic and the technical that I want to return. Meanwhile, in passing, let me point to some of the story's more compelling features: to the role of the outsider (in this case, the Huguenot emigre) in invention; to the extraordinary irrelevance of prior experience in the trade; and, above all, its suddenness.

The argument should be seen to envelop institutions just as much as the people within them, and we should consider a fourth example. In the late 1960s, a time of rapid social change, I was for a short while a fellow of a Cambridge college deeply and historically dedicated to the seclusion of women. A small group of us on the college council, married and insensitive to history, urged two things: the admission of women to meals, and the curtailment of some of the more gluttonous excesses of the college's feasts. We urged and urged; and the college's stalwarts resisted and resisted. The going at times became troubled; I remember that we were once stigmatized collectively as "young fellows hastening home to their impatient wives". I remember, too, a member of the college's old guard, shedding tears as he stood before us in his sandals, reminding us that while none of us particularly enjoyed feasting, it was our duty to the college servants to leave traditional practices unaltered.

The upshot was that we lost, comprehensively. As a concession, women were allowed in for two nights a week to the High Table, as long as they did not retire to take port afterwards, where they might cause offence to the unmarried fellows. And yet, and yet . . . Within a few months, a number of us had gone off to jobs elsewhere. And within a few months more, the whole college had gone totally co-ed, and, it seems, with little more than a murmur.

What general morals can one legitimately draw from this? The first should be obvious. Even if, in hindsight, the sort of abrupt changes I have described fit comfortably into a pattern, they may nonetheless remain impossible to control or predict. There is nothing shocking or theoretically offensive about this. Catastrophe theory exists precisely to explain how an accumulation of small, quantitative changes can give rise to change that is qualitative, categorical, abrupt. One can model such transformations after the event without being able to say in advance when and where they will occur.

But in stressing the unpredictability of abrupt change, I am also, by implication, stressing the frustration of the periods that separate one such change from the next. What happens in these intervening periods of frustrated effort is itself psychologically complex; our frustrations may be self-imposed. As David McClelland has pointed out, drawing on his experience of research students as Harvard such longueurs are often taken up with activity that looks as though it is directed towards discovery but is in fact a defence against it. A great deal of our activity is devoted, in other words, to the construction of alibis for risks that we are unwilling to take.

Now for my second moral. In certain of the examples quoted (arguably in all of them), another process is at work: the flowing together – the mating or marriage – of ideas or skills previously held separate. Arthur Koestler has called this "bisociation". Sometimes this confluence is purely cerebral, as in Poincaré's case, where two mathematical concepts fused. Sometimes, as with Charlie Parker, a new notion is inserted, in the spirit of a mutation, into a stream of events having their own momentum: his apparently arbitrary shifts, for example, into double-time. Sometimes, as in events at my Cambridge college, a categorical exclusion dissolves. Just as each lurch defines its prior state of frustrated efforts, so each flowing together presupposes a prior segregation. These segregations may exist within a single head (as in Poincaré's, before the penny about Fuchsian functions dropped), or they may exist in the heads of many, forming part of the structure of assumption and prejudice of which a given culture consists.

Together, these two principles – that of the abrupt but unpredictable step and of confluence or "bisociation" – establish the ground from which I want to say something altogether more speculative. This concerns a major segregation that our own culture at present displays and the step (or steps) which must be taken if it is to be overcome.

For evidence of this segregation, let me turn back 15 years to some research of my own. This was first published in 1967, in the form of a brief communication, "The stereotypical scientist", to the journal *Nature*. It was given top billing and precedence even over Professor Hoyle's latest theory of the cosmos; a clear indication that, largely unwittingly, I had touched a nerve.

In the article, I demonstrated that intelligent English schoolboys viewed the typical scientist and the typical arts specialist in sharply contrasting terms. The scientist, they assumed, was someone who was highly intelligent, dependable and valuable, but who was also cold, hard and dull. The arts specialist was perceived as imaginative, warm and exciting, but also as soft, undependable and as lacking in value. The scientist, like the engineer, was seen as leading a personal life that was conventionbound and largely devoid of excitement or pleasure. He worked long hours, was competitive, and was faithful to a down-to-earth and dowdy wife. The personal life of the arts specialist was seen in comparison as altogether more action-packed: he might panic in emergencies, ramble and get divorced, but he was sociable, he flirted with his secretary and he enjoyed expensive food.

The message was plain. The world of the scientist and engineer was perceived as worthy but boring; masculine but prosaic. The arts in contrast were seen as a path to personal discovery and attraction. The arts were perceived as "eroticized", the sciences as inert.

At the school and undergraduate level, the evidence is strong that recruits to the arts and sciences differ both intellectually and personally. They even differ in their capacity to recall their dreams. But while these differences contain within them unmistakable echoes and reverberations of those expressed in the stereotypes of the arts and sciences, the correspondence between stereotype and actuality remains complex.

There can be no question, however, about how deeply engrained these stereotypical beliefs are. My evidence showed that the stereotypical perception of the scientist existed, fully-fledged, in the minds of able eleven year olds, before they had been exposed to any specialized science teaching at all. The degree of consensus about science, moreover, was massive. It was a view that most clever children shared, irrespective of whether they themselves were going

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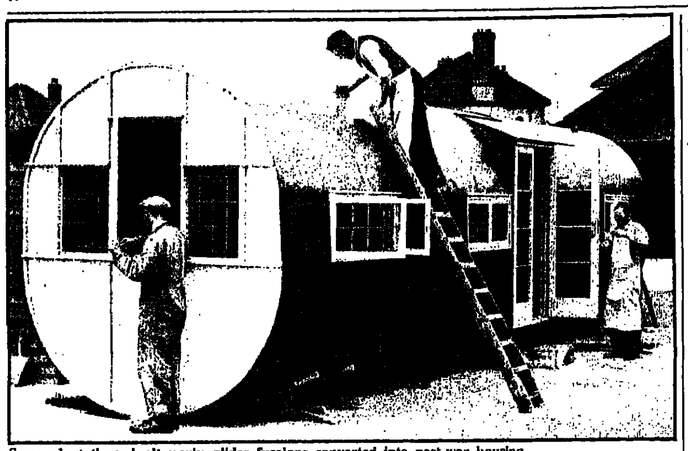

Some adaptations don't work: glider fuselage converted into post-war housing.

The Eureka syndrome

continued from previous page

into the arts or into science. Like the Victorians before them, they distinguished sharply between questions of personal attractiveness and questions of social value; and were agreed, in terms of these polarities, about where the arts and sciences were to be found.

The late 1960s were turbulent times, of course, but the problems of recruitment to science, technology and manufacturing industry remain with us. Doctoring, yes. The law, by all means! The media – you bet! The City – if needs must. But technology or manufacturing, worlds dominated by soulless machines and tainted by the profit motive? – not on your life! It is not so in Sweden, nor in Germany, nor in the United States. But here, doubt and misapprehension about science and technology linger on; and our attempts to ameliorate the national difficulty that they represent have so far had little effect. They have largely failed because they ignore the deep segregation of attitude that such prejudices express, the fact that the objection to science, technology and manufacturing is at root *personal*. It concerns the kind of person the scientist, technologist or manufacturer is seen to be.

In such matters, the doctrine of ripe time rules. My contention is that there are hopeful signs – harbingers; and that an exciting shimmy or two, even a full stride, may soon become a practical possibility. Just as every age has its segregations, so each age worth living in has its great flowings together. And this is ours: the meeting, some might say the miscegenation, of the imagination and the machine.

Where are these harbingers? What sort of machine? Reasonably, I might be expected to take as example the computer, an apparatus that has attracted to itself a great deal of the glamour and excitement that technology is usually assumed to lack. Instead, I am going to take a machine that is altogether more commonplace: the camera. There are three reasons. The camera, unlike the computer, is poised precisely in the mid-ground between the two worlds with which my argument is concerned, art and technology: between considerations that are formal aesthetic and psychological, and those which are optical, chemical and electronic. The information it conveys – its images – are offered all at once rather than by decomposed form. Most important of all, the camera, unlike the computer, has been with us a long while – 140 years or more. This enables us to gauge our own lunges and lurches in relation to it in a way that the computer does not.

For those who do not know it, let me sketch in very briefly the camera's history. From Renaissance times, and perhaps longer, artists could use a device called the *camera obscura* to copy the projected image of say well-lit scene. Gradually, the lenses employed were refined and chemists toyed with the possibilities of fixing the image that these lenses revealed. Progress was slow and for centuries, the enterprise remained primarily of interest to artists and inventors.

It was not until 1826 that a Frenchman, Niepce, fixed an image. From that moment, progress became more rapid. Niepce's discovery was refined by Daguerre, an entrepreneur and painter of huge architectural scenes of startling verisimilitude. Daguerre's technique was made public in 1839. By then, Niepce's smudges had become images of memorable quality.

There ensued a craze. Millions of photographs were taken. Soon, the photograph became the focus, too, of intense fascination on the part of artists like Delacroix, Dégas and Manet, who used its formal properties to enrich and complement their own painterly skills. Gradually this enthusiasm waned, however. The flood of photographs continued unabated, but aesthetically, critically, photography slipped towards the doldrums. Photography came to be seen as a boring activity; even as predatory. (It is with lenses like guns that newsbounds stalk members of the Royal Family in their bikinis; it is a freelance photographer who is accused of murdering 28 black youths in Atlanta, Georgia.)

The pattern, one might say, is entirely predictable. A technical innovation causes a sudden wave of excitement, among ordinary citizens and sophisticates alike. But, sooner or later, for sophisticates at least, boredom sets in. Yet the last ten years, the last few, have seen a resurgence of serious interest in the camera and what it can do. Climb the stairs in any large book-shop and what confronts you? Books, serious books, beautifully illustrated books on photography, by the yard. Photographs are seen as intellectually engaging again, as Dégas and Manet assumed them to be. Why have we neglected the camera so? It is difficult now to see.

If the camera is a harbinger, exciting things are in store. Other forms of technology may be seen as bridging the gap between the value systems in which art and science are at present embedded. Technology, science more generally, may cease to be seen as activity segregated from our other, more personal, aesthetic concerns. Our perception of scientists and technologists as people may change, and the selves that scientists and technologists project for the rest of us to perceive may alter likewise.

There is more afoot than personal perception and self-perception. If one uses the camera with the least seriousness of intent, the distinction between art and technology melts away. One is in a mid-ground. One cannot help but notice, too, looking around, that other activities share that space, ones that previously had seemed in various ways shapeless or anomalous. Psychology is one such instance; design is another. As one review these enterprises of the mid-ground, one is struck by their discomfort. Some, like psychology, seem to be pulling themselves out of shape in order to demonstrate that they are really branches of some more respectable activity like biology or physics; others, like design, are apparently incoherent. What is worse, these mid-ground activities seem not to articulate one with another as commonsense suggests they should.

Let me advance one last example; hackneyed but apt. It concerns not a gadget like the camera, but that great machine for living, the high-rise flat. I was brought up among architects and, for me, these buildings formed part of the excitement and idealism of the post-war years; sculpture on a wonderful scale; a social plan, buoyed up by the legitimating authority of the French visionary Le Corbusier, that seemed to offer at one and the same time conceptual vigour and decent living conditions for the urban poor.

They were a disaster. Despite the excellence of their intentions, the architects and planners who put them up did more damage than most generals could hope to achieve in a lifetime. They did not realize the damage they did because they did not think to look. Psychologists and sociologists could easily have done their looking for them; but were not asked. Our minds were elsewhere in any case, rivetted on the antics of the white rat.

So much for my McLuhan-like vision. Perhaps I am wrong; perhaps harbingers like the camera are not harbingers at all. The machine and the imagination may stubbornly refuse to miscegenate. Or they may consent to do so, but elsewhere; in Japan, say, or Germany, but not in Great Britain – leaving us to sit tight and polish our alibis. But if machine and imagination do mate the benefits will be widespread and will influence not just the denizens of the mid-ground, the psychologists, architects and designers but the extent to which science, technology and manufacturing are perceived as integral to the personal as well as to the more cerebral needs and preoccupations of the culture at large.

Machines are designed for use; and, as Wittgenstein pointed out in the matter of words, it is in their use that their true significance lies. If you take the use of a machine seriously, you enter a realm, or others enter it on your behalf, in which the word "aesthetic" ceases to mean the same as "cosmetic", a word like "psychological" ceases to mean the same as "unreal". Part of taking seriously the uses to which machines are put is the development of a discourse within which those who are expert in the study of people can exchange evidence and insight with those who create machines: a feat of originality in its own right.

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Jürgen Habermas has attempted to redefine the 'rational' in Marxist terms. Anthony Giddens looks at his latest book

This article originally appeared in *The THES* two weeks ago in a transposed form. We apologise for the mistake.

These days, what used to be called the New Left sounds positively old hat. It is difficult now, some 15 years later, to recall the ambitious programmes of social change which those involved with the student movement believed they could bring about, or the extreme feelings of hostility that those movements also aroused.

One of the main intellectual sources of the New Left, especially in Germany, was the writings of the Frankfurt School, a group of authors connected with the Institute of Social Research in Frankfurt.

The most influential of these figures were Max Horkheimer and Theodor Adorno (Herbert Marcuse, associated with the institute before the war, remained in the United States in the post-war period; the other two went back to Germany to re-establish the institute there).

Horkheimer and Adorno regarded themselves as Marxists, but their version of Marxism was distinctly unorthodox. They abandoned some of Marx's main views, including the notion that the working class would bring about a revolutionary transformation of society. They sought to produce what they called a "critical theory" relevant to contemporary times. They believed in the critical impetus of Marx while drastically reshaping his theories.

Their ideas may have acted as a source of initial inspiration to the German New Left, but Horkheimer and Adorno rapidly found themselves outflanked politically. Some of the student leaders wanted much more activist policies than either was prepared to countenance. A similar fate befell their young associate, Jürgen Habermas. Although he was only in the early stages of his intellectual career, Habermas's writings were themselves an important stimulus to the student movement. But he also found the students proposing courses of action, including ones likely to involve violence, which he could not support, and eventually he came into sharp conflict with some sections of the movement.

Habermas withdrew from active engagement in politics. Instead, he threw his energies into academic pursuits, publishing a series of writings which have become very well-known in Germany and abroad. Student radicalism may have suffered a dramatic decline, but Habermas's own work has gone from strength to strength, and he became among the foremost, as well as the most prolific, of current social theorists. His aim has been to continue the tradition of critical theory founded by the Frankfurt School, although along different lines to those of his predecessors.

Habermas's work has drawn sharp, even bitter, criticism from both left and right. For his writings are not easy to place, intellectually or politically. Self-professedly working within Marxist traditions, Habermas's views are far too revisionist to appeal to most others who would call themselves "Marxists". Yet his connexions with the Frankfurt School have made him an object of deep suspicion to those with conservative perspectives.

Habermas's thinking has been shaped in considerable degree by the controversies in which he has been involved. The accusation which Habermas directed against certain sections of the student movement – "Left fascism" – has reverberated through his subsequent intellectual career. His preoccupation with isolating the conditions of rational decision making, and of specifying the conditions under which a consensus, governed purely by the "force of the better argument", can be brought about, evidently in some part represent a protracted attempt to come to terms with the implications of his notorious remark. Successive confrontations with Popper, Gadamer, Luhmann and others have also left a deep imprint on his thought.

But it would clearly be wrong to regard Habermas as primarily a polemicist. He is a systematic thinker, who has consistently sought to come to terms with a number of basic issues in philosophy and social theory. Habermas's writings range over an extraordinary range of topics, and it would be easy to see in this a diffuse eclecticism. Certainly he does incorporate into his own theories ideas taken from a variety of apparently incompatible approaches. Anyone who has the least bit of sympathy with Habermas's overall project, however, must recognize that he employs such ideas in a highly innovative and disciplined fashion.

Habermas's writings can be divided, broadly speaking, into two main phases. The first culminated in the publication of *Erkenntnis und Interesse (Knowledge and Human Interests)* in 1968. Although the views Habermas expressed therein have been influential in the social sciences and philosophy, the book also received a barrage of critical attacks.

This onslaught undoubtedly did indicate some serious shortcomings in the work, and in Habermas's standpoint more generally. He sought to advance a novel conception of critical theory, based among other things on the idea that an interest in emancipation – in freeing ourselves from diverse forms of bondage or oppression – is a stimulus to the development of knowledge.

This notion proved difficult to pin down, and in his later publications he has tried to cope with some of the difficulties involved in his earlier standpoint. This endeavour has led him away – just how far, he has yet to specify – from the framework adopted in *Erkenntnis und Interesse*.

Habermas's newest publication, *Theorie des Kommunikativen Handelns*, is a synthetic statement of the ideas developed in this second phase of his writings. Consisting of two large volumes, each of somewhere near 600 pages, it is a sprawling, uneven work, and quite unnecessarily long. Purposes of communication would surely have been better served, and the main theses of the book would have stood out in greater relief, if Habermas had taken a razor to some of his material. The work is like a bumper edition of Habermas's *Zur Logik der Sozialwissenschaften*, which appeared 15 years ago, and in which he offered an analysis of a variety of leading contributions to social theory. His new book contains reassessments of most of the traditions of thought he discussed before. The difference is that these traditions are now considered in much more detail; Max Weber occupies a considerably more prominent position and the exegetical material is more directly focussed upon the conceptual framework of Habermas's own thought.

The book takes up problems that have preoccupied Habermas for a long while – the importance of language and communication to social life, and therefore to a critical theory of society. But he now organizes his discussion of these matters around questions of rationality. There are three respects, he proposes, in which the idea of rationality is relevant to social analysis. (Habermas is fond of talking in threes: the tables and classification with which the book abounds are often based on threefold distinctions.)

One concerns "rationality" as debated in hermeneutics and Anglo-American analytical philosophy, related particularly to issues of relativism. If divergent cultures or forms of life have their own inner criteria of rationality, in what sense is it possible to make comparisons of them – and subject them to critical assessment – in terms of universal standards?

Another is to do with the rationality of action: how are we to grasp the distinctively meaningful character of human conduct? This touches upon questions of the significance of conditions under which a consensus, governed purely by the "force of the better argument", can be brought about; evidently in some part represent a protracted attempt to come to terms with the implications of his notorious remark. Successive confrontations with Popper, Gadamer, Luhmann and others have also left a deep imprint on his thought.

Finally Habermas is concerned with the expansion of rationality as the "rationalization of society" characteristic of the modern West. Here is where he makes particular appeal to the writings of Max Weber, seeking to reformulate the conception of "reification" that links Weber to the early Lukács and to the Frankfurt School.

In defending an overall conception of rationality in each of these domains, Habermas evidently has a strong sense of swimming against the stream. He proposes a universal account of reason at a time when relativistic styles of thought have become fashionable in various areas of intellectual discourse – as, for example, in "post-structuralism". He wants to offer a vindication of enlightenment and modernity when for many these have become effectively discredited.

Philosophy, Habermas argues, has always had as its main task reflection upon reason. But contemporary philosophy has become a diverse array of specialisms, no longer seeking to provide a unified world-view. This situation is partly a result of the collapse of attempts to found a "first philosophy": all attempts to provide unshakable foundations of philosophical reason have broken down. Habermas accepts some of the implications of this. Philosophy can no longer hope to develop the sort of grand metaphysical schemes such as were sought after by Kant and Hegel.

How should we use the term "rational"? Rationality has less to do with knowledge as such, Habermas asserts, than with the manner in which knowledge is used. If we consider the circumstances in which we speak of something as "rational", we see it refers either to persons or to symbolic expressions which embody knowledge. To say that someone acts rationally, or that a statement is rational, is to say that the action or statement can be criticized or defended by the person or persons involved, so that they were able to justify or "ground" them.

For those who know anything about Habermas's writings over the past few years it is easy to see where this line of thought leads him. He has often made the case that human language involves a number of validity claims, that are ordinarily implicitly made by speakers, but which can be made explicit. When I say something to someone else, I implicitly make the following claims: that what I say is intelligible; that its propositional content is true; that I am justified in saying it; and that I speak sincerely, without intent to deceive.

All of these claims are contingent or fallible, and all except the first can be criticized and grounded by the offering of reasons. When validity claims are rendered explicit, and when their grounding is assessed purely in terms of how far good reasons can be offered for them (rather than by constraint or force), there exists what Habermas calls a process of "argumentation". Argumentation, as he puts it, is a "court of appeal" of the rationality inherent in everyday communication: it makes possible the continuation of communicative action when disputes arise, without recourse to duress.

The idea of communicative rationality is the basis upon which Habermas counters the tendencies towards relativism characteristic of much recent philosophical literature. In this context he discusses the nature of myths in traditional cultures and the relation between myth and science, in conjunction with the controversies to which Peter Winch's writings have given rise.

Myths, Habermas argues, are concretized modes of thought; which integrate many different aspects of life within a single intellectual domain. They express the organization of societies which have not generated separate intellectual domains, or arenas of discourse, within which argumentation may be carried on. Here we reach one of Habermas's main and most questionable proposals. The development of arenas of discourse, which he tries to trace through the emergence of the "world religions", and the subsequent differentiation of science, morality and art in modern culture, according to Habermas, signifies a general evolution towards an expansion of rationality.

The more we are able rationally to ground the conduct of our lives in the three main spheres of existence – relations with the material world, with others, and in the expressive realm of aesthetics – the more advanced our form of society can be said to be.

Enlightenment, obviously, is no joke. The modern world for Habermas *is* more enlightened than the primitive. In his evolutionary theory, Habermas tries to demonstrate that this still has some connexion with Marx's materialist conception of history. Since in the more traditional cultures the productive forces are undeveloped, social life tends to be dominated by the hazards of nature. The need arises to check the "flood of contingencies". These cannot be checked in fact, so they are interpreted away, in myth. Myths merge the worlds of nature and culture, and attribute to elements in nature powers superior to those of human beings.

At this point, Habermas introduces the concept of the life-world (*Lebenswelt*). The life-world, as is suggested in phenomenology, is the taken-for-granted universe of daily social activity. It is the saturation of communicative action by tradition and established ways of doing things.

The life-world is a pre-interpreted set of forms of life, within which everyday conduct unfolds. It stores up the interpretative work of many preceding generations. The weight of tradition in the life-world acts as a counterbalance to the intrinsic possibilities of disagreement which communication raises. The process of social evolution, involving what Habermas calls the "decentring" of world-views and the separation of the three dimensions of discourse, alters the character of the life-world.

The more advanced the decentring process, the less the achievement of consensus is guaranteed by pre-established beliefs or codes of behaviour. The expansion of rationality thus presumes a diminution of the hold of the life-world in modern societies.

Weber's analysis of the rationalization of Western culture, Habermas argues, is of fundamental importance for understanding such changes. He offers a detailed critical discussion of Weber's writings, making use of the latter's concepts, but also arguing that his view of modern society was too sombre and pessimistic.

Weber did not sufficiently distinguish positive from pathological aspects of rationalization. The positive aspects are those which open up new areas of life to argumentation or discourse. Rationalization becomes pathological when the traditions of the life-world become eroded without being replaced by institutions allowing for the reasoned justification of action. This is exactly the situation which Horkheimer and Adorno called "reification".

Habermas thus draws a direct connexion between Weber and the Frankfurt School. But he is just as critical of Horkheimer and Adorno as he is of Weber. In a conceptual move that would have seemed probably quite unpalatable to them, Habermas tries to connect the idea of reification to the work of the *doyen* of orthodox sociology, Talcott Parsons. He is, needless to say, critical of Parsons too; but nevertheless he takes on board some of the main theorems of Parsonian thought.

The notion of reification, Habermas says, should not be associated – as it was by the Frankfurt School – with rationalization as such. Rather, reification should be connected with the functional needs associated with modern societies. All modern societies have to provide for the expansion of what – following Parsonian-style systems theory – Habermas labels the "steering mechanisms" which allow for social change.

The two main steering mechanisms are to be found, as Parsons has indicated, in economic and political institutions. The disentangling of these steering mechanisms from the life-world is intrinsic to modernization. However, the life-world can become drained of the very traditions and modes of life which economic and governmental institutions need for their continued functioning.

Habermas refers to this as the "colonization of the life-world" by institutions which demand more than they put back into the conduct of day-to-day social life. We need to inject communicative rationality back into the everyday social world. The colonization of the life-world has a double implication. Within the life-world itself, reification has the consequence of loss of moral meaning, and creates a range of associated problems for people's daily lives. From the perspective of the steering mechanisms, the result is a set of motivational and legitimation "deficits".

Whereas in his previous work Habermas saw "motivation crises" as, in a certain sense at least, more deeply embedded than "legitimation crises", it now appears that these connect directly to each of the steering mechanisms, and are of equivalent potential importance. Lack of motivational input creates problems for the maintenance of economic organization; while a diminution in legitimation threatens the stability of the political order.

The tasks of critical theory today, Habermas concludes, have to be integrated with this appraisal of the institutional form of, and the tensions inherent within, contemporary capitalism. New conflicts, and new social movements, have developed which diverge from the older types of class struggle centred upon production relationships and the welfare state.

Such conflicts no longer primarily concern the distribution of material goods, but rather cultural continuity and socialization. Since they are an expression of the reification of the communicative order of the life-world, it follows that these tensions cannot be alleviated through further economic development, or technical improvements in the administrative apparatus of government.

Habermas was disturbed by the violence of the New Left

Reason to believe

The new conflicts, and associated social movements, derive from problems that can only be resolved through a "reconquest of the life-world by communicative reason", and by radical changes in the normative order of daily life. How far do they contain an emancipatory promise which might in a significant way transform existing social institutions?

Habermas hedges his bets; but he is inclined to see the new social movements as primarily defensive, concerned with protecting the life-world against further colonization. Ecological and anti-nuclear movements are of this kind, since they are characteristically linked with the impetus to defend the natural environment against despoilation, and to recreate communal relationships of various forms.

The theory of communicative action helps us to understand the origins of such movements, however, and can indicate some of the ways in which real change might be achieved; it replaces the older type of critical theory, founded upon now untenable philosophical positions.

It will take some time to digest the implications of a book such as this, written in the grand manner. However much one might cavil at its length, it is impossible not to be impressed with the encyclopaedic range of Habermas's discussion.

As a synthesis of his own thought, it brings out the unity of the theoretical standpoint which he has worked out over the past decade or so. It contains at the same time a veritable treasure-trove of critical commentary on the works of others.

Habermas's writings have been so consistently subjected to scrutiny by friend and foe alike that it is probably hard to explore any aspects of them where the critical ground has not already been well dug over. But it is not difficult to see where some of the most problematic features of his views, as expressed in this new work, are to be found.

According to Habermas, rationality is purely procedural, concerning only the way in which decisions are arrived at or actions are justified. But this is unlikely to persuade either those philosophers who feel there are no universal criteria of rationality, on the one side, or those who want something some substantial, on the other.

For although Habermas rejects relativism, his approach does not seem to yield much that would help actually to resolve the problems which have worried those who have been concerned with the issue. In claiming that the processes of rationalization involved in Western culture have a general application, Habermas leans rather heavily upon a particular conception of social evolution. Evolutionary theories, however, have always been difficult to disentangle from the presumption that West is best, and it is not clear that Habermas is more successful in avoiding this presumption than others have been.

Finally, Habermas's interpretation of Weber is questionable, and the uses to which he puts some of Weber's ideas is bound to cause misgivings among those who want to preserve a more strongly Marxist element in critical theory. Anyone who draws as heavily upon Weber – filtered through Parsons – as Habermas does, is likely to find it difficult to resist Weberian conclusions about the fate of modern societies. Weber did, after all, expect there to be protest movement directed against the rationalized character of modern life. He simply thought it utopian to imagine that such movements could be successful in turning back the oppressive consequences of rationalization.

In spite of what Habermas has to say about frustrated validity-claims, and about the colonization of the life-world, it is difficult to see that his approach leads to different conclusions. These things having been said, there is no doubt that Habermas's work represents a formidable achievement. Those concerned with social theory will be reading and re-reading it long after most of the current literature in the social sciences has been forgotten.

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Ian Jack considers the way the poet Tennyson gradually conquered the English reading public

Tennyson, the poet and his audience

To a critic concerned with the manner in which a poet finds his audience, communicates with it, and is in turn influenced by it, Tennyson must always be of interest. The appearance of the first of three volumes of letters by the poet and his circle, impeccably edited by two distinguished American scholars, Cecil Y. Lang and Edgar F. Shannon, is particularly welcome because it enables us to follow the process as far as the wonderful year, 1850, in which Tennyson published *In Memoriam*, married Emily Selwood, and succeeded Wordsworth as Poet Laureate.

As the letters make clear, he belonged to a family of poets. The influence of his father's lifelong interest in classical metres may be traced throughout Tennyson's poetry as far as "Crossing the Bar". Two of his brothers were respectable minor poets, while his sisters also loved and studied poetry. The fact that his first audience, the family circle, was in the habit of listening to him recite his poems helps explain the exceptional importance of the auditory element in his work. In the introductory lines to *Morte d'Arthur* he describes the poet "mouthing out his hollow oes and aes", and the memoirs of eminent Victorians are full of accounts of the "glamour of his reading". He did not believe that one of his poems had been communicated if he had not been heard reading it. One of his fears about publication was that those who could not hear his voice would miss an essential element to his work.

The transition to Cambridge might have been traumatic, but in fact this gifted, diffident, arrogant youth was soon welcomed into a group of young men who regarded themselves as the elite of the most distinguished college in the university. Although Tennyson belonged to the Apostles only briefly, that society gave him friends who widened his horizon and provided the support which he needed as he struggled to make the transition from writing for his family to writing for "The Public . . . a many-headed monster".

His second audience, at Trinity, encountered his poetry as an auditory experience, as his own family had done. "The worst of Tennyson's poetry" an admiring friend was soon to comment, "is that it is necessary to hear him read it before you can perceive the, melody". But the members of his circle were soon convinced that the university of Spenser, Crashaw, Gray and Byron now had another poet within its walls who gave the promise of greatness. As Tennyson recited "The Lotos-Eaters" no doubt hanging "sleepily over the syllables" – we find Hallam sitting behind him, trying to write it down.

The meeting with Hallam was the most important event of Tennyson's life, and it seems as appropriate that the two men should have planned a joint volume of poems – to that *Poems, by Two Brothers* would have been followed by *Poems by Two Friends* – as that Hallam should have become the accepted editor of Emily Tennyson.

If we did not know that many of the *Poems, Chiefly Lyrical* published in 1830 had been written during the Cambridge period we should be tempted to explain the weaknesses of the volume by referring to the narrowness of Tennyson's home life. The fact that "Claribel" is subtitled "A Melody" shows that he knew what he was doing but why was he doing it? What is the reader to make of "The babbling runnel crispeth" and all the other spelling terminations in -eth? When he printed another poem beginning "Thy nawhits are balled I wot", did it not occur to him that while the tone of his recitation might have made it clear to his listeners that this was no more than a *jeu d'esprit*, his readers were more likely to find it absurd? The conclusion that at this point Tennyson had no clear idea of his audience is confirmed by the last poem in the volume, with its Greek title and its embarrassingly facetious footnote.

Hallam's astonishingly laudatory review is to be understood as a skilful piece of rhetoric designed to achieve three objectives: to place Tennyson in the appropriate tradition of English poetry; to persuade readers that if they liked his work they belonged to an exciting avant-garde; and above all to encourage a poet whom he loved, and in whose genius he believed. It could no more have been written without the experience of hearing the poet reading his poems aloud than it could without the knowledge of poems which remained unpublished.

The question which the new poet had to pose was whether he could reach beyond the select audience of his early work and aspire to a position in the wider literary world. He had now to break the sound barrier, to convince readers who had to read them for themselves of the value of his poems. Unlike his first independent volume, the *Poems* of 1832 has obvious links with the Apostles. It opens with a sonnet in which he expresses his desire to "win the wise at once", and soon the "uncongenial spirits" also, and shows clear evidence of his admiration of Milton's sonnets on contemporary affairs. As well as such masterpieces as "The Lotos-Eater" and "Oenone" which owe a great deal to his journey to Switzerland with Hallam, we find narrative poems calculated to appeal to a wider public, "The Lady of Shalott" to "Mariana in the South" and "The Miller's Daughter". It is understandable that Hallam should have been eager to see these poems in print and convinced tht with the his friend would prevail.

Croker's attack in the *Quarterly was as devastating for Tennyson as* the review of *Hours of Idleness* in the *Edinburgh* had been for Byron; more devastating, indeed, since Tennyson lacked the aggressiveness which enabled Byron to expand *British Bards* into *English Bards and Scotch Reviewers*. Tennyson was never to forget or forgive, as may be seen in that strange poem of his old age, "Merlin and the Gleam", in which he attacks "a barbarous people" who had been "Blind to the magic, And deaf to the melody". Two full years elapsed before 300 copies of the volume were disposed of.

The sudden death of Hallam did not destroy Tennyson, or stop him in his tracks. On the contrary, it concentrated his imagination wonderfully. Three weeks after the news reached England, Fitzgerald reported that "Tennyson had "been making fresh poems, which are finer, they say, than any he has done", and added: "But I believe he is chiefly meditating on the purging and sublimating of what he has already done: and reports that he has published at all yet." Hallam's death somehow acted as a release: what seems to have happened is that his friend was now provided with a justification for his deep temperamental inclination toward the elegiac. It is astonishing how much of Tennyson's finest poetry was written or conceived within the next few months.

It was one thing for Tennyson to write, however, and another for him to publish. The delay of nine years before he published his next collection owed much to the sense that his second volume had been premature, and more to the absence of Hallam. In many ways Tennyson was a timid man; he had often to be dragged to the publisher as others have to be dragged to the dentist. In the end he gave in, and in 1842 the urging of his friends and the historic decision of an American publisher to pay for English poetry resulted in the publication of his great two-volume *Poems*.

His fears unjustified. The English public was less obsessed with politics than it had been a decade before and there were thousands of readers prepared to take an interest in poetry.

Twenty years earlier Jeffrey had praised Crabbe for addressing his poems to "the middling classes of society", which he defined as "almost all who are below the sphere of what is called fashionable or public life". When he reprinted the essay in 1844 he revised his estimate of the fashionable reading public from 20,000 to 30,000 and of the middle-class public from 200,000 to 300,000 but left unchanged his conclusion that "a great part of the larger body are to the full as well educated and as high-minded as the smaller; and, though their taste may not be so correct and fastidious, we are persuaded that their sensibility is greater". In 1842, when Crabbe, Coleridge, L. E. L. and the admired Mrs Hemans had died, and Wordsworth had fallen silent, there was room for a new poet.

Tennyson was later to acknowledge this year as "the turn of the tide" and it is significant that Kingsley, writing only a few years later, was to date to 1842 Alton Locke's discovery in Tennyson's new collection of "the embodiment of thoughts . . . which he had concealed, because he had fancied them peculiar to himself", an accurate description of the sensation with which a sensitive young reader encounters the work of an important new poet. While Tennyson's sales remained inconsiderable when compared with those of Scott and Byron a generation earlier, he was now moving much closer to the centre of the literary scene. Never before had women constituted so considerable a part of the reading public, and we notice the frequency with which the reviews of these *Poems* refer to Tennyson's attitude to women, the blameless "Goodiva" evoking particular admiration. The modern reader is reminded yet again of the remarkable shift of sentiment and opinion which had occurred between the time when Byron had been found shocking (indeed, yet had been the bestselling poet of the day. The chastity-belt had already been designed and Tennyson owed no small part of his success to a temperament which made it easier for him than for many men to write in the manner required by the age. He was as well suited to be the Laureate of the new Queen as Dryden, with his taste for sexual innuendo and blasphemous suggestion, had been to be the Laureate of Charles II, two centuries before.

The danger of Tennyson's situation is demonstrated by *The Princess*. Discouraged from attempting an Arthurian epic, he decided to write a poem with some such subtitle as "The University of Women". Had he not been urged to deal with contemporary issues and become a teacher? Was there not a woman on the throne? Did readers not feel more at home with narrative than with any other kind of poetry except the simplest of lyrics?

The radical flaw in the poem is suggested by its subtitle, "A Medley". He had not decided what he wanted to say, what his attitude was to the issues which was supposed to inform his story. "My book is out and I hate it", he wrote to Fitzgerald, with his usual vehemence and more than the usual justification. While it is true that the reviewers were divided, many of them were enthusiastic, one expressing the remarkable view that in this poem "a great philosophic thesis is discussed" and satisfactorily settled, while another, without a trace of irony, observed that "We look . . . in a new poem from such a man as Tennyson, for something more instructive than *The Corsair*, more philosophical than *The Lay of the Last Minstrel*: we look for the revelation . . . or some one important truth: and we have found it". Tennyson himself, uneasily aware of the central weakness of the poem, sought to guard his flank in the third edition by introducing one of the poet's friends, who invites him to dress the story up poetically". Wondering "what style could suit?", the poet wavers between "The sort of mock-heroic gigantesque" and the "true heroic, true sublime", eventually deciding to move in "a strange diagonal" between the two. It is an extraordinary admission, as if Pope had written *The Rape of the Lock* without deciding whether he was writing a heroic or a heroic-comical poem. While only one of the rhymed lyrics now added can match the felicity of the unrhymed lyrics present from the start, they are all admirably adapted to the taste of the day, blameless songs of domestic life which helped *The Princess* to become one of the most popular volumes of Victorian verse.

The price which Tennyson paid for this success was the compromise of his integrity. The most severe critique of the volume appeared six years later, when Arnold published the great preface to his *Poems* of 1853, rejecting the view that the poet "must leave the exhausted past, and draw his subjects from matters of present import", insisting on the importance of "an excellent action" (from whatever period), and urging modern poets to emulate the Greeks and concentrate on the whole instead of "the parts".

Once again, Hallam came to the rescue. The fact that Tennyson had begun "the elegies" without any thought of publication, and had for many years shown them only to a very few close friends, bears out the conclusion that he often wrote best when he was not thinking of a large audience. The method of composition by aggregation suited him admirably, as did the four-line stanza with enclosed rhyme. But of course eventual publication must have been in his mind from an early time, and the quasi-narrative structure which he eventually imposed on the elegies, the generality of the theme, and the inspired simplicity of the title (Emily Selwood's suggestion) all combined with the simple verse form to render the poem supremely suited to the taste of the age. *In Memoriam* satisfied, in a characteristically oblique fashion, the desiderata of his friends and reviewers alike. He had been challenged to write a long poem: he had done so, by stringing together a series of lyrics. He had been asked to deal with the problems of the age; he had done so, by considering them in relation to death, which is the problem for every age. He had been urged to be more philosophical: he had complied by raising some of the problems of religion and metaphysics without attempting any dogmatic or definite answers. The poet who had begun by addressing his family and a few congenial friends was now reaching out towards an audience which was probably to become greater than that of any earlier English poet. In the first part of his poetic career Tennyson had conquered the English reading public. In the second part the English reading public was too often to conquer Tennyson.

The author is Professor of English at Cambridge. He is about to publish the first two volumes of an edition of Browning, and is completing a critical study, The Poet and his Audience.

BOOKS

Quest for a humanist philosophy

by John Cruickshank

Camus: a critical study of his life and work
by Patrick McCarthy
Hamish Hamilton, £12.50
ISBN 0 241 10603 6
The Outsider
by Albert Camus
translated by Joseph Laredo
Hamish Hamilton, £5.95
ISBN 0 241 10778 4

Knowledge of Camus's life and background has vastly increased, and attitudes to his ideas have greatly altered, since the first studies of his work appeared, in English and French, in the second half of the 1950s. Much of our increased knowledge is due to the indefatigable research which went into Herbert Lottman's massive biography, first published in French in 1978 and in English in 1979. As regards altered attitudes, these may perhaps be traced to Conor Cruise O'Brien's short study of 1970 which was obviously influenced by the earlier events of the Algerian war.

What is striking about these changes is the fact that Camus remains a widely read and widely discussed author notwithstanding the many transformations that have occurred in the world during the 22 years since his death in 1960. Despite Patrick McCarthy's claim that young Frenchmen "have almost ignored him" since his death, the fact remains that on more than one occasion when French university students have been given a choice (for a special author course) between Gide, Sartre and Camus, they have chosen Camus. Also, his books are surprisingly well-known all over the world. Eighteen months ago I found students in Japan particularly keen to discuss his ideas and very well-informed about his writings.

It seems obvious enough that Camus still attracts many readers, in part at least, because he discusses problems which they recognize as centrally important in their lives. He found it difficult to make sense of the world; he grappled with the problem of attributing some fundamental meaning to human existence; he was horrified by the certainty of death. In a word, he was continually concerned in his literary work with the question of what it means to be a human being. Why am I here? What is the purpose of life? Although it is easy to ridicule such questions as fit only for the school debating society, Camus took them seriously as most of his readers also do; he faced them with high moral seriousness and expressed them in striking and original novels and essays.

There is another aspect of Camus's ideas which has fascinated his most reflective readers. This is his attempt to find a "philosophy of life" which would avoid the faults (as he saw them) of both Christianity and Marxism. Camus makes it clear that he regards Christianity and Marxism as the only serious and comprehensive attempts made by man to account for his experience. However, notably in *L'Homme révolté* (*The Rebel*), he argued, against both the "vertical transcendence" of the one – the Christian belief in God and eternal life, and the "horizontal transcendence" of the other – the Marxist belief in historical inevitability. He found both doctrines excessively dogmatic. Each claims that what Camus regarded as an uncertain, theoretical end – God or history – is sufficient justification for the use of wicked means to secure it – the Inquisition or the Gulag.

At the end of his life Camus had embarked on the search for a humanism which would emphasize nature rather than eternity or history, moderation rather than extremism, the concretely human rather than the abstractly ideological, the dialogue rather than the directive. He had directed his thoughts increasingly to the possibility of a modest but strict humanism in that Mediterranean tradition which regards man as the measure of all things. At the time of his death in a car accident these views were still, inevitably, rather vague. Nevertheless, he had exposed many of the hypocrisies and potentially murderous ideologies of our age. In doing so, he challenged his readers to explore further the difficult, adventurous paths of thought which he had at least indicated and which led away from what he considered to be inadequately humane religious and political orthodoxies.

There can be little doubt that Patrick McCarthy would reject my last three paragraphs out of hand. In his detailed study of Camus he is concerned to "cut through the myths that surround him". He goes on to set the tone of his book when he says of Camus that "he was a bad philosopher and he has little to tell us about politics". He adds that "his plays are wooden even if his novels are superb". This latter comment is, of course, the standard literary judgment of Camus, and no doubt fully justified. But it does seem a pity that McCarthy has to use the rather ungenerous "even if" in place of "although". However, McCarthy's aim is to re-evaluate in as iconoclastic a manner as possible. He regards as ridiculous the earlier tributes paid to Camus and is concerned to present "the unsaintly, anguished and curiously indifferent Camus" that has emerged from his own reading and interpretation.

In the event, his achievement is rather better than his purpose. Despite a somewhat modish intention to be nobody's fool and to cut Camus down to size, McCarthy's book is worth reading even if it contains some irritating features. Part of the value comes from the revealing interviews which he had with many friends and acquaintances of Camus (also interviewed by Lottman, but not always returning the same replies). More particularly, the social atmosphere and political history of Algeria, and Camus's relationship to them, are analysed and described in considerable detail. Camus is presented very much as a *pied-noir* where earlier biographies tended to see him as a metropolitan Frenchman with some mildly exotic North African connexions.

All in all, the biographical element of this book is strong. Camus is seen against the immediate background of his social circumstances at various periods of his life and he emerges as an intensely private person of superficially gregarious habits. Following Lottman, McCarthy makes various corrections to earlier biographies of Camus, including the fact that he was a member of the Communist Party of Algeria between 1935 and 1937, not between 1934 and 1935 as was earlier believed to be the case.

McCarthy describes Camus's political attitude from the outbreak of World War II until the fall of France, as "ridiculous", though he agrees that it was an attitude held by many European left-wingers. He upbraids Camus for sticking to absolute moral principles and presents him as an appeaser who "placed much hope in Neville Chamberlain". Later, of course, Camus took some part in the underground movement in France, though not until late 1943 or early 1944. McCarthy is not slow to claim, with some factual justification, that after 1945 Camus allowed his role in the Resistance to be exaggerated just as he allowed his earlier participation in the Communist Party of Algeria to be minimized.

One of the most useful features of McCarthy's study is his account of Camus's early theatrical enterprises and how they grew out of his establishment of a *maison de culture* which, in its turn, was originally a product of the cell which he organized within the Communist Party of Algeria. The subsequent quarrels on the nature of artistic "commitment" are described in detail, McCarthy concludes that at this period Camus failed to work out a coherent political position and indeed was never to resolve the dilemma of the moralist in politics.

This is obviously a point at which biography and literary work were inextricably linked, so that McCarthy's method of merging the two works well. It is a less satisfactory method, in my view, where other works are concerned. For example, Camus's contribution to the genre of the lyrical essay seems to me to be greatly undervalued. I find it quite inadequate that the early collections of essays – *L'Envers et l'endroit* and *Noces* – should be summarily dismissed on the grounds that they offer only "windy rhetoric" and "inflated style".

In general, McCarthy evaluates the literary works in terms of ideas alone. There is little in the way of aesthetic analysis. This is acceptable enough (if not wholly justified) in the case of books of ideas such as *Le Mythe de Sisyphe* and *L'Homme révolté*, but it produces disappointing results in the case of the novels and short stories despite the fact that these are the part of Camus's work which McCarthy admires.

In the case of *Le Mythe de Sisyphe*, for example, McCarthy gives us an interesting and stimulating, if not too friendly, account of Camus's ideas. In illuminating references to Céline and Beckett he puts the view that the absurd is painful, ultimately negative, and cannot logically be a source of values, of nobility and creativity. McCarthy concludes that, in contrast to the popularity enjoyed by *Le Mythe* in the 1940s and 1950s, "the reader of today may . . . feel that the victory of hope over anguish is too easily won and that *Sisyphe* is not one of Camus's best books".

On the more strictly literary side, and apart from the "wooden" plays, McCarthy seems to regard *La Chute* as Camus's finest novel and "a better if more pessimistic piece of moral thinking than *La Peste*". He interprets *La Chute* by claiming that

> Camus, who was an excellent theologian, repeats that, whereas innocence is a unity, guilt is a form of division which leaves man without any core of character, makes him subservient to others and forces him to realize that he is an 'other' to himself. Clamence's aim is to undermine the coherence of human character.

Later he affirms that

> *La Chute* is, despite the lack of redemption, a piece of religious writing where Camus reaffirms man's fallen state.

Many readers will be surprised to find Camus described as "an excellent theologian", but throughout the book McCarthy emphasizes Camus's religious sensibility (which is not, of course, the same thing). He points out, I think mistakenly, that Camus was not anti-clerical, but he offers an interesting and thought-provoking comment when he writes: "Camus originality lay in his attempt to preserve man's religious sense although it could not be satisfied and to make him live in the absence of God."

I find McCarthy's analysis of *L'Etranger* (*The Outsider*) disappointing, though he obviously admires the novel while attributing to it some of the weaknesses which he claims to find in *La Mythe de Sisyphe*. He regards it as the great novel produced by French Algeria and emphasizes that core of indifference which characterizes the work, which Camus depicts so well; and which is rooted in the Algerian experience. In a sense the central character, Meursault, "looks forward to Beckett's narrators who keep telling us they understand nothing and have nothing to tell us". I think it is a lot less certain that "*L'Etranger* depicts the kinship, rivalry and bloodlust between Europeans and Arabs".

Such matters, of course, are open to debate, and non-French readers have an opportunity of making up their own minds thanks to an excellent new English translation of *L'Etranger* by Joseph Laredo. English readers are familiar with the original Stuart Gilbert translation, but I find this new *Outsider* an undoubted improvement. To begin with it is more accurate. For instance, Laredo translates "*sentiments distingués*" as "Yours sincerely" rather than "deepest sympathy", or "*sans être athée*" as "though she wasn't an atheist" rather than "though not a professed atheist". Again, Laredo, seems to me to catch the simplicity of phrasing in the original somewhat better than Gilbert. Thus he replaces "Horse Cross Person" by "old people's home", "howls of execration" by "cries of hatred". And words like "athwart", which have no equivalent in the original French, are avoided. I do not wish to suggest that Stuart Gilbert's translation was bad. On the contrary, it has served us well over many years. Nevertheless, the version which Laredo has now given us conveys extremely well the economical, matter-of-fact, and yet artistic, prose of the original.

McCarthy returns to Camus's use of language in the final pages of his biography. And although he seemed to be suggesting earlier that Camus left no literary descendants, he claims that Alain Robbe-Grillet and other French novelists of the succeeding generation owed a debt to him. He writes:

> The most striking feature of the French novel since 1950 has been the experimentation with different narrative forms and different points of view. All this draws on Camus who demonstrated in *L'Etranger* that a novel should not be recounted by a traditional, omniscient narrator and that the tale that the novelist tells is arbitrary and incomplete. Meursault's unusual 'I' opens the gate to the new novel of Robbe-Grillet, Michel Butor, Claude Simon and so many others. Like Camus they offer us fragments of a tale. Camus helped to teach them that characters should not be rounded, that language is only occasionally accurate and that the work of art should contain its own explicit negation.

There is a small element of truth here, but it is expressed by use of the type of generalization which gets literary history a bad name. And if McCarthy is not too reliable on the nature of Camus's achievement, he is equally shaky on the alleged decline of his reputation. The view of Camus as a "bleating boy scout" in the 1960s was a minority one, as was that of his "irrelevance" maintained by various May '68 militants. What McCarthy seems to ignore is that the "depoliticization of French culture" in the 1960s, and its later "politicization" – both of which he says served Camus ill – were in fact only limited phenomena which had little effect on the majority of those who read his books. And while he rightly admires Camus's "tragic" novels because they are "exceptional, if bleak, insights into the modern condition", these same insights are set out with great clarity in works such as *Le Mythe de Sisyphe* and *L'Homme révolté* which he criticizes rather severely. In short, McCarthy's biography is detailed and informative concerning the facts of Camus's life, but it remains inadequate and unsatisfactory on the subject of Camus's significance for contemporary and future readers.

When Camus was awarded the Nobel Prize for Literature in 1957, the citation referred to "his important literary production which, with clear-sighted earnestness, has illuminated the problems of the human conscience in our time". One of these problems has been the difficulty experienced by many who have failed to find satisfaction for their humane instincts and their highest moral aspiration either in Christianity or Marxism. To such people Camus addressed himself with particular urgency in his novels, plays and essays. This is one of several reasons why people like Patrick McCarthy still write books about him and why he is worth reading now and will continue to be worth reading for a long time to come.

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BOOKS

Open access

Adult Education in Inner London 1870–1980
by William Devereux
Shepheard-Walwyn, in collaboration with the ILEA, £10.50
ISBN 0 85683 059 3

A Backstairs to a Degree: demands for an open university in late Victorian England
by Stuart Marriott
Leeds Studies in Adult and Continuing Education, £3.50
ISBN 0 907644 00 7

The Education of Adults in Britain
by Derek Legge
Open University Educational Enterprises, £12.95
ISBN 0 335 00267 6

One reason for welcoming a history of London's adult education service is that at a time when such provision is being subject to financial restrictions it is important to know what has been achieved.

William Devereux is unashamedly partisan in his assessment of the educational and social traditions represented by London's non-vocational evening institutes. The size of demand in London's urban area has been a key factor, of course, in the growth of this provision, and his survey provides a lively account of how a great city capitalized on the metropolitan situation to develop a flexible and responsive service.

William Devereux thoroughly documents London's separate evening provision of sex and age-segregated institutions (men, women and youth institutes). He recaptures the pioneering spirit of evening school "heads", shows how financial resources were won, and charts the continuities of class provision, with domestic crafts and physical activities taking pride of place throughout, followed by artistic and cultural subjects as befits a city of specialist literary institutes. In the post-1944 era any remnants of a cloth-cap image (associated with mens' institutes), were thrown off and the general institutes formed after the reorganization of 1957–59 surged forward on a tide of mainly middle-class support. This very success, Devereux explains, became cause for concern, given the changes in the economy and population of central London. An urge to reach out to the uncommitted and deprived in a coordinated service was a feature of deliberations about the scope of London's education and youth services, 1969–1973, in which the author was directly involved as assistant Education Officer. The outcome was not only encouragement to existing "welfare" classes, and a new impetus to the literacy campaign, but also innovations in out-reach work and community activity as adult educators faced up to the problems of the inner city.

There could not be a greater contrast than between this optimistic appraisal of local authority provision and the pessimistic and very critical assessment which Stuart Marriott makes of a university tradition of liberal adult education. This brief, penetrating and perhaps over-provocative essay concentrates on the ideology of extension in late-Victorian England. The extension movement, Marriott points out, was directed towards the moral improvement of the working class; it did not desire to elevate people in social rank. Yet the leaders of the movement had a remarkably bold conception of the future of extension work as represented by demands for a degree award that would be open to all in various ways. In the event only certificates and diploma awards were introduced, and these were repudiated subsequently by the breakaway WEA group, and, to an extent, by the famous 1919 report, which is described as "a brilliant case of special pleading" for the social purposes of liberal culture and disinterested study.

In accounting for the failure of the open degree ideal, Marriott not only draws attention to vested interests within the universities, but points to ambiguities in the outlook of the reformers. He sees the open degree ideal arising from the organizational problems of extension – inward-looking therefore – and as being flawed by muddled thinking about the motivations of adult students. His account is self-confessedly an "unhappy chronicle" of how a vigorous and ambitious movement was forced into that "marginal status" which he declares "we all know to be the miserable lot of organized adult education".

A modern generation of university adult educators have sought in fact to dispel this image of marginality, not least by involving themselves in the professional education of adult teachers and in fostering new ambitions for the education of adults. In his informative and readable survey of current provisions, for example, Derek Legge, until recently head of the department of adult education at the University of Manchester, not only provides a guide to the field, but finds a number of ways to insist that the central significance of the education of adults goes far beyond remedial and compensatory functions. He also makes a point of recognizing the contribution that can and is being made by activities other than strictly formal teaching.

Derek Legge deals with "the totality of opportunities", meaning by that vocational as well as non-vocational education, and activities provided by voluntary bodies as well as official agencies. Thus he transcends older categories of thinking (and older prejudices). To the traditionalist, his survey may seem disconcerting in juxtaposing different providers under such broad headings as work-related and leisure-related studies, residential education, self-education, and education with a social purpose. This thematic organization is supported by chapters on coordinating bodies, staffing and training, and general trends and future policies. The method is not only one of convenience; it enables him to provide case studies illustrating relationships between concepts and practice, and in a mixture of description and prescription, to disseminate his own vision.

What he fails to explain is how political leverage can be applied to attract the resources necessary to providing the "broad highway" of opportunities freely available to all. But if the fight for resources has to be conducted on a more limited front to be effective, Derek Legge would think it important nevertheless to keep the broader ideal in mind "as our only chance of securing the just society and the better life for all which democracy demands".

David Reeder

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Creole in schools

British Black English
by David Sutcliffe
Blackwell, £14.95
ISBN 0 631 12711 9

The title of this book is presumptuous, and misleading. It claims to describe the main linguistic features of the variety of English spoken by black people in Britain, and to illustrate its relationship to "British Black culture". In fact, it deals essentially with the characteristics of Jamaican English as spoken by an unknown proportion of a minority group among Britain's non-white population who live in one possibly unrepresentative town, Bedford. In the part of Britain where I work, Leicester, the majority of citizens of West Indian background come from Antigua, and in any case all these West Indians are heavily outnumbered here by others with a background in the subcontinent of India.

The exercise of holding up for inspection a distinctive variety of English prompts three main questions: Who speaks it? What for? And so what? Those citizens who have access to Jamaican English represent slightly over half the West Indian population of Britain, but in distributions which complicate the picture. Many who have such access cannot in fact speak that particular creole, and the influences of schooling and the media may well be increasing that proportion.

David Sutcliffe's book establishes without difficulty the systematic grammatical patterns of Jamaican Creole, and gives a good description of its phonological and intonational resources and provides an interesting selection of its vocabulary. He is also interesting on its historical background. This book repeats – twice – the now statutory incantation about linguists regarding all languages and all dialects as equally good, without making the very necessary reservations about the senses in which that judgment could be said to be true. This is particularly important when we witness ourselves to the second question – what this variety of Black English is characteristically used for by its speakers.

Sutcliffe's evidence suggests that its main functions are for grumbling, taunting, cursing, verbal duelling, ritual insults, sarcasm, joking – that pattern of street talk, of adolescent self-assertion in the peer-group, with which we have become familiar from studies of the American Black English vernacular such as Edith Folb's (not cited in this book). Some of these studies go on to illustrate what we, too, have begun to see in Britain: the use of this separate variety of language to assert the sub-group's differences from mainstream culture, their scorn for those who identify or collaborate with that culture (for example, the "diddybopper", the "lanne"), their aggressive defence of a world-view in which (to quote Folb) crime, sex and drugs may be important parts, and where the patois serves specifically to confuse and irritate the police. Sutcliffe's researches confirm the picture observable in various parts of Britain, of youngsters in mid-adolescence learning as a second language the distinctive patois whose use will be most likely to persist in the case of Rastafarians and devotees of reggae.

So what? Well, we have some idea of what "world-view" we may be promoting if we foster this distinctive variety of English in schools and in society generally. This dilemma is at the heart of the problem posed by those who argue that racism should be countered by compensatory racism. The crisis of identity suffered by young blacks in British society requires, it is claimed, that "Black ideas, qualities and deeds" are to be consciously celebrated, and an attitude of "colour-blindness" among teachers is held to be harmful because of the need for the black child to come to terms with his own identity in a basically hostile white society; instead the school must recognize positively the group identity which the pupils have by virtue of their ethnic background. While one might have enormous sympathy with this view, its implications become the more stark when one considers what happens in actual practice when schools try to translate this particular recipe into action.

To start with, the attempt to "celebrate" the distinctive ethnic backgrounds, the "group identities", of particular sets of pupils, might be feasible in a tiny minority of racially homogeneous urban schools, but with the best will in the world the diversity of backgrounds makes it difficult to foster this systematically, to prepare teaching materials for it, to train teachers specifically for it, and so on. Rosen and Burgess in their inner London schools study found 55 foreign languages and 24 overseas dialects of English represented in their pupil sample. One does not have to subscribe unreservedly to the "melting-pot" theory of race relations to assume that many pupils will happily adjust to what school and society require of them if linguistic differences in their background are not, in fact, made much of. Sutcliffe appears to be arguing that pupils should be allowed to take all their O levels in Jamaican Creole ("a language in its own right"). Yet it could also be argued, per contra, that the cultivation of a variety of English which is less intelligible to Standard English speakers than the most extreme Scottish dialects – and in which, we are told, the word "bad" frequently means "good" – must perpetuate the disadvantages suffered by its speakers when, as the books insists, are already likely to be under-achievers in the British school system.

Methodologically, this book has strengths as well as weaknesses. Beryl Bailey's dialect continuum model – neglected even in Petyt's recent introduction to dialectology – is well used here to define dialect boundaries and deserves to be more widely known. On the other hand, surveys which ask informants to state which speech varieties they use, and when, must be far less reliable than techniques which enable trained observers to note exactly what happens.

Essentially, this book is asking on behalf of a part of Britain's black minority for something which has not yet been granted to whites in the host community, for it is equally true that native English vernacular culture has not been properly appreciated within our educational system. For that to happen would, I fear, involve changing the rules of the game.

John Honey

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Education of desire

The Socialist Novel in Britain: towards the recovery of a tradition
edited by Gustav H. Klaus
Harvester Press, £18.95
ISBN 0 7108 0046 0

Socialist fiction may well seem to be a contradiction in terms. For it is a commonplace that the rise of the novel coincides with the rise of the bourgeoisie, and that the novel's characteristic concern is with individual rather than collective experience. (Some socialist critics, including Jack Mitchell in the present collection, go further and claim that the novel typically limits such experience to love, but this is plainly nonsense).

In the course of his interesting essay on Margaret Harkness, John Goode remarks that "fiction has as one of its primary values the personalization of social experience but this is why it remains such a bourgeois form, because socialism clearly demands the extra-mural sharing of consciousness." Certainly the novels discussed in the earlier essays of this book can hardly be thought of as socialist fictions. Such novels, which for the most part appeared in the middle years of the nineteenth century, regularly featured eponymous heroes, itself an indication of how little they grasped the implications of socialist possibilities for fiction; and they made use of a naive if understandable tactic of appealing to the sympathy of a reader who is presumed to be middle class. I say "presumed", but it is a major weakness of the collection as a whole, and of the first two essays in particular, that we are never given a systematic discussion of the problems implied in the concept of readership. Martha Vicinus, who writes on Chartist fiction, and J. M. Rignall, in a survey of that potentially very interesting period between 1850 and 1880, speak of the "reader" as though it is an entirely unproblematic term.

These early fictions can be thought of as at least intendedly realistic. But in the last decades of the century such novels typically give way to melodrama and/or naturalism. This has little to do with the making of that reality which John Goode identifies in Harkness. It rather indicates a pessimistic acceptance of the "unalterableness" of the world. Melodrama in particular is a way of implying that external, irrational and thus unknowable and uncontrollable forces, rule people's lives. Such a perspective may, of course, be true to how many individuals and even communities regarded the world in which they lived, but it is not one from which genuinely socialist fiction can be written.

What then are we left with? In the final essay of the book, Kiernan Ryan asserts that the major function of art, and especially socialist art, is the education of desire, and he quotes to good effect E. P. Thompson's statement that Morris saw it as the task of socialists "to help people find out their wants, to encourage them to want more, to challenge them to want differently, and to envisage a society of the future in which people, free at last of necessity, might choose between different wants." This statement will make sense of *A Dream of John Ball* or *News From Nowhere*, neither of which is discussed in the book, but the education of desire has to be inferred by its absence from most of the texts which *are* discussed. For the sense of frustration, of bitterness and waste, are important constituents of the novels under review, as they are, for that matter, in the novels of Dickens, Eliot, Hardy and Lawrence. But a vital difference between these highly visible authors and the more or less invisible ones with whom this collection is concerned is that the "people" the latter novelists write about are working-class, and the working-class are, of course, largely excluded from the bourgeois novel, or are seen from a distance, and thus hypostatized by an authorial perspective that denies them problematic activity.

The distinguishing features of socialist fiction have to do with recognizing and giving life to such activity, and this entails the constant breaking of old "realities" and the forming of new, and of making repeated, different, discoveries of how to create reality. John Goode, Raymond Williams and Kiernan Ryan are the ones who most fully grasp this fact and their essays are consequently the most important. Jack Mitchell goes much of the way towards such an understanding, and yet though he writes well of Tressell, Patrick MacGill's *Children of the Dead End* and *Gillespie*, by John Macdougall Hay, his crude Marxism means that he is prone to rebuke his chosen trio of novelists for their failure to recognize that "scientific socialism" alone can comprehend reality. I had thought this kind of criticism went out with the 1930s.

My major criticism of *The Socialist Novel in Britain* is that too few of the contributors have sufficiently thought through the theoretical problems that confront anyone who wishes to write about socialist fiction. But this should not offset the fact that they are all to be praised for making possible the future discussion of so many unfamiliar texts. As Gustav Klaus writes in his introduction, "what we need . . . are editions of the works themselves." Quite so. It is to be hoped that the collection of essays he has edited will encourage an enterprising publisher to begin to meet this need, for without it we cannot complete the most crucial of all tasks, which is to overthrow those complacent orthodoxies by means of which literary history is "defined" and thus sealed off from challenge and inquiry.

John Lucas

John Lucas is professor of English at Loughborough University.

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BOOKS

Student notes

The Science of a Legislator: the natural jurisprudence of David Hume and Adam Smith
by Knud Haakonssen
Cambridge University Press, £17.50
ISBN 0 521 23891 9

Perhaps the most exciting volume of the Glasgow Edition of the works of Adam Smith (published by Clarendon Press) is that which makes available the recently discovered longer version of the *Lectures on Jurisprudence*, taken from student-notes in 1768. (A shorter version, also in the form of student-notes dating from 1772–73 was published in 1896.) In this, the first substantial study of Smith's legal theory, Dr Haakonssen, of the Australian National University, makes full and effective use of the new material, presenting it as an application of Smith's moral theory (in which the "impartial spectator" is conceived along judicial lines) and demonstrating Smith's theory to be much more than a mere background to the *Wealth of Nations*.

Haakonssen argues that Smith's jurisprudence, with its subtle combination of historical analysis, social relativism and natural justice, is best understood as an attempt to provide a new basis for practical philosophy following David Hume's devastating attack on rationalist and moral sense forms of natural law. Smith's account of the underlying nature of morality in terms of the unconscious pursuit of the mutual sympathy which lays the necessary foundation for social cohesion is said to provide him with a set of principles with which to embark on the criticism of actual laws, in so far as they depart from the standards evolved through the application of natural moral sentiments to particular types of social situation. This normative jurisprudence centres on the concepts of rights and justice and, it is argued, is sharply contrasted with a purely contemplative morality (which, for Smith, has a more utilitarian flavour) and incompatible with the historical materialism sometimes seen in Smith's economic approach to sociological analysis.

The great merit of Dr Haakonssen's book is that he provides a very full account of Smith's theory of law, its basis in the psychology of the spectator, and its amplification in precise historical detail, while at the same time presenting a personal ordering of the mass of Smith's complex work. He draws on an older interpretation of Smith's intellectual objectives which concentrates on the normative or evaluative aspects of his conception of justice. "Jurisprudence", Smith wrote, is "that science which inquires into the general principles which ought to be the foundation of the laws of all nations". Dr Haakonssen seeks to explicate that "ought" while taking us through Smith's historical account of the development of positive laws.

The case is made against those who, it is alleged, interpret Smith as offering no more than neutral explanations of observed social phenomena, or see Smith as a nineteenth-century Benthamite utilitarian, or as a predecessor of the simple economic determinism of pure historical materialism. These straw men apart, while a careful reading makes it clear that Dr Haakonssen is well aware of the dominant descriptive purpose of much of Smith's work, of his frequent observations on the utility of established social systems and his pioneering emphasis on the economic dimension of all social institutions, there is nevertheless a degree of over-correction in the emphasis placed on Smith's critical uses of the impartial spectator's considered reactions to specific situations. Smith, in seeking to become the founder of the moral sciences is as much inclined to side-step Hume's epistemological challenge as to counter it. Perhaps, however, this is a controversy which will be forever fuelled by Smith's own ambivalence between detached theory and engaged practice, an ambivalence which is demonstrated in his all too frequent use of the protean concept of "Nature", to describe, explain and criticize social phenomena, despite Hume's rigorous criticisms of this catch-all term.

Dr Haakonssen's stimulating book is a splendid account of Smith's jurisprudence and a major contribution to the history of ideas but it leaves rather up in the air the philosophical question as to what progress Smith made towards evading Hume's structures on the move from "is" to "ought". One of Smith's starting points may well have been Hume's moral scepticism, but this leaves open the philosophical question of how far Smith succeeds in using an inquiry into the origin and social necessity of our moral sentiments to found a defensible basis for the critique of laws. At the end Hume's guillotine remains to haunt what Dr Haakonssen demonstrates to be an arresting and original theory of law.

T. D. Campbell

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Unrevised Mill

Collected Works of John Stuart Mill, volume one: Autobiography and Literary Essays
edited by John M. Robson and Jack Stillinger
Routledge & Kegan Paul, £32.50
ISBN 0 7100 0718 3

This is actually the eighteenth volume to appear in the great Toronto edition of Mill's works. Its position as volume one is presumably due to the fact that Mill's *Autobiography* is still the best introduction to his life and thought, and its comparatively late appearance in this company to the fact that some of the materials for this edition were already in print and available to scholars. Nevertheless, this bulky volume is welcome, because it gathers together those materials for the first time.

Mill began writing the *Autobiography* in 1853 when he knew he had tuberculosis and thought he had not long to live. It seemed urgent to get down in condensed form the works he had still to write, and a record of his relations with Harriet Taylor up to their marriage, which would silence the gossips, was of course the work in which she had a warm interest. He ended this manuscript, which has come to be known as the *Early Draft*, with the long, and to modern minds embarrassing, *éloge* of Harriet, "the most important friendship of his life". Harriet died before her husband, and it was not until 1861, three years after her death, that Mill returned to his account. He then revised it, and wrote an entirely separate draft, to which, in 1869–70, he added the account of his later career which closes the book. The *Autobiography* was published soon after his death, in 1873, by his step-daughter, Helen Taylor, who supervised a third draft for the printer, the press copy, in which she exercised a good deal of editorial licence, and which is therefore some way from the text of Mill's final draft. The three drafts were kept together until 1922, when they were auctioned in three separate lots to different buyers. The *Early Draft* was went to an American professor who seems to have shielded it from colleagues, and it was not till his library was acquired by the University of Illinois that the ms was made public and separately edited by Professor Stillinger. The final draft went to Columbia University and was published in 1924 at the same time that Harold Laski's edition (essentially a repeat, with all its errors, of Helen Taylor's edition of 1873) was published in England as a World's Classic. The press copy, the ms of least intrinsic interest, ended up in the John Rylands Library.

Biographically, much the most valuable of the three was the *Early Draft*. Written with some warmth and asperity towards those he thought had slighted him and his wife, it reveals more of Mill's emotional side. It also included some passages which Mill decided not to publish, and which scholars have combed for evidence of psychological stress. When, in cooler retrospect, Mill came to revise this draft he cut out or softened many of the personal comments, notably his criticisms of his father, and cast his own experiences in a more generalized form. One reason indeed why some readers react to the *Autobiography* as the work of a pedant and a prig, is that this revision made the story too impersonal and austere. Mill's account of his extraordinary education, its personal touches and admissions of error removed, came to sound more complacent, and his defence of his father more disingenuous, a curious effect of filial piety.

For the new edition, Professors Robson and Stillinger have provided in a splendid and definitive format what up till now students of Mill have had to cobble together for themselves, parallel texts of the early and final drafts. What that auction sundered sixty years ago they have reunited, at least in print. Now at last one can follow the two versions side by side, testing, as it were, the contrasting temperatures with one's own hand. Professor Stillinger's edition of the *Early Draft* was a model of editorial accuracy and skill which was a pleasure to use; but the present edition will reconcile many to its supersession; and for those who can afford neither there is still the paperback edition (published here by Oxford University Press) which he edited in 1969, and in which the major variants are given in footnotes.

The inclusion of Mill's lesser-known literary essays in this volume makes good sense. He was characteristically modest about his literary criticism, and when assembling his reviews and shorter pieces for his four volumes of *Dissertations and Discussions* (a heavier title than the contents deserve) he rejected all but two. Some have sniffed heresy in this, as if no utilitarian could enjoy poetry without guilt. In fact Mill's deviation from his upbringing is slight, but such as it is, it goes well with the account in the *Autobiography*. The editors have allowed themselves a little irony. The first of the essays is Mill's juvenile assault (1824) on the great whig journal the *Edinburgh Review*. The last is the short and dignified defence of his father from the charges of Bowring's Life of Bentham, which appeared in the *Edinburgh* over his name. So, the editors note, a cycle comes to a close: "the young sectarian Benthamite . . . whose first periodical article was an attack on the *Edinburgh*, has become a contributor to it".

William Thomas

William Thomas teaches modern history at the University of Oxford.

Jacobin journals

The Jacobin Clubs in the French Revolution, the first years
by Michael L. Kennedy
Princeton University Press, £19.00
ISBN 0 691 05337 5

Professor Kennedy, who has already published an interesting account of the Jacobin Club at Marseilles in 1793, has now dedicated himself to an investigation of the national role of the Jacobins throughout the French revolution, of which this is the first part. His present study, which goes as far as the Feuillant secession in July 1791 and the end of the Constituent Assembly a couple of months later, has a satisfying unity about it. He has explored the local archives very thoroughly; if he completes this ambitious project it will become the standard history of Jacobinism.

A fair amount of what he has to say is relatively familiar. The clubs got off to a rather slow start in 1790 but then spread rapidly until there were perhaps a thousand by the end of the period, scattered rather irregularly throughout the country. The centre, west, Alsace, the Pyrenees and the Auvergne contained relatively few, the main concentration occurring along the Bordeaux-Lyons and Bordeaux-Toulon axes. Early Jacobins were a relatively affluent and very respectable lot. They felt a genuine veneration for the National Assembly and were respectful of its decisions, even when they disagreed with them. They almost always excluded from membership the poorer, or "passive" citizens and they were not very keen on universal suffrage, although they objected to the high property qualifications imposed on deputies, which affected their members more personally. Although generous and genuinely philanthropic, they looked on economic questions as employers. They shared in the pacific cosmopolitanism of the early revolutionaries and most of them were enthusiastic Anglophils. They saw themselves as allies of the Assembly in its work of peaceful regeneration, rather than as critics or censors, and they tried to appease quarrels – for example between troops and their officers – rather than to exploit discontent.

Professor Kennedy breaks new ground in his analysis of Jacobin reading habits. The paper to which most clubs subscribed was Carra's *Annales Patriotiques*, closely followed by the *Feuille Villageoise*. The more earnest took the *Moniteur* and the *Journal des Débats*. Radicalism did not extend beyond the papers of Desmoulins and Brissot, together with Robert's *Mercure National*, which may have owed its success to intensive sales promotion. The Jacobins disapproved of Hébert's bad language and they boycotted the *Ami du Peuple* and the *Orateur du Peuple* altogether, which says a good deal about Marat's standing with responsible revolutionaries. Kennedy suggests that the victory of the Paris Jacobins over the Feuillants in the summer of 1791 probably owed a good deal to the influence of the Parisian press.

The issue that most excited the clubs, and provoked their most violent reactions, was religion. They were enthusiastic supporters of the Civil Constitution of the Clergy and surprisingly vehement in their denunciation of non-juring priests. Where religion was concerned, they were already speaking the language of the year II, except that they were eager to make a big fuss of those priests who took the oath to the constitution. There may have been some anti-clericalism here but it was still taken for granted – except in one or two Protestant areas – that Catholicism was an integral part of regenerated France.

Kennedy's approach is refreshingly free from the partisanship that has distorted so much writing about the French revolution. He is content to let his people speak for themselves without forcing them to conform to patterns of his own making. The impression that emerges from his excellent book is that there was a genuine desire to make the constitutional compromise work and, apart from the religious question, no compelling reason why it should have failed. The king's flight put an end to all that and Kennedy makes out a good case for regarding it as one of the turning-points of the revolution. His book is essential reading for anyone who wants to look at France as a whole; anyone who does read it will be impatient for his next volume.

Norman Hampson

Norman Hampson is professor of history at the University of York.

The spring 1982 edition of *History Workshop*, "a journal of socialist and feminist historians", includes as a special feature William Morris's Socialist Diary, edited and introduced by Florence Boos. This issue also includes articles by Tim Mason on Rosa Luxemburg and Charles Webster on the Thirties. Price £5.95.

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BOOKS

Poetic science

Cause, Experiment and Science: a Galilean dialogue incorporating a new English translation of Galileo's "Bodies that Stay atop Water, or Move in It"
by Stillman Drake
University of Chicago Press, £14.00
ISBN 0 226 16228 1

Galileo's first published work in physics, his *Discourse on Floating Bodies*, appeared in print in 1612 only two years after he had startled the learned world with his *Starry Messenger* which announced his telescopic discoveries. Both books provoked argument then, and still do. Both were polemical, advancing novel ideas and at the same time challenging significant features of the dominant Aristotelian world-view.

Galileo was a brilliant controversialist who thrived on argument; unfortunately, he developed a positive weakness for it. Not only did he have to win his arguments, but he felt compelled to demonstrate that his opponents were utterly mistaken. As some of his contemporaries recognized, this was the way to make enemies, not converts. Moreover, the desire to totally demolish the opposition sometimes lead him to adopt a dogmatic attitude that has since proved hard to justify within the context of a whiggish positivistic historiography.

Typically the *Discourse* resulted from an argument with Aristotelian academics that developed quite incidentally when Galileo disputed Aristotle's view of condensation in a discussion at the Villa of Salviati near Florence. As part of his objective was to open up such discussions to the aristocratic and professional groups in Florence and elsewhere, he published the essay in Italian. Prior to 1612 Galileo had no evident intention of producing a work on the subject even though the greater part of his professional career had been devoted to the study of physical problems rather than the astronomical researches that had made his name and lead to his rapid elevation to court philosopher to the Medici.

Stillman Drake is of course the world's most prolific, not to say enthusiastic, interpreter of Galileo, having spent a lifetime at the task. Although he has made an immense contribution to Galilean scholarship, his approach now seems increasingly idiosyncratic and even in its main features somewhat outdated. In many respects his interpretative model harks back to a period when positivism was combined with a highly romantic view of the history of science. At its worst this attitude produced sagas in which "hero-geniuses" battled their way forward against reactionary or obscurantist forces, usually by appealing to "the facts".

In his book Drake has once again provided us with a new translation of one of Galileo's most important works, accompanied by an introductory essay. However, by inserting a fictional dialogue into the original text, "voiced" by the three speakers (Simplicio, Salviati and Sagredo) from Galileo's two last and major works – *The Dialogue on the Two Great World Systems* and *The Discourse on the Two New Sciences* – he has produced a colourful interpretation of the text, aimed chiefly at defending and explaining Galileo's approach.

This, I think, was a mistake. Anachronisms are evident but more seriously there are some quite flagrant misrepresentations of Galileo's arguments, the Fourth Day of the dialogue being a quite amazing travesty in this respect. Also, there is no reference whatsoever to the work of other historians in this area, a short list of Drake's translations and books masquerading as a bibliography.

In the *Discourse* Galileo argued that the various phenomena were only explicable in terms of the Archimedean theory of weight: if a body floated or sank it was because its specific weight (as we would say specific gravity) was respectively either less or more than that of the liquid on which it was placed. The Aristotelians protested that floatation was a consequence of the natural resistance to division possessed by all fluids.

In response Galileo not only attempted, quite successfully, to demonstrate the validity of the Archimedean theory by means of a variety of arguments and experiments, but also set out to crush his opponents totally by showing them to be completely mistaken. This causes him to insist, surprisingly, that fluids have no resistance to division whatsoever. Although what made him so certain of this is unclear, Drake is inevitably anxious to defend Galileo here by suggesting that we must be cautious lest we leap to hasty conclusions: we should avoid making anachronistic judgments in the light of our knowledge that such resistive effects do exist. Galileo, it seems, was one of those fortunate mortals who was invariably in the right.

Though novel to the bulk of his readers, there was nothing startlingly original about Galileo's main argument. The Archimedean theory and its practical consequences had been appreciated by a select group of natural philosophers for hundreds of years, and its influence had increased considerably in the previous century. The *Discourse* proved a great success, as all copies were rapidly sold out and it soon ran into a second edition. It clearly contributed to the growing influence of the "new science" that combined a mathematical with an experimental approach to physical problems. Although Galileo demonstrated that floating, sinking and rising in liquids could not be consistently explained in terms of the Aristotelian notion of fluid resistance, his opponents had not conceded defeat. In particular they emphasized that he had not proved that fluids had no resistance to division.

Drake asserts that it was the Aristotelians' inflexible dogmatism that prevented them seeing any merit in Galileo's experiments or reasons produced to refute the notion of fluid resistance. They just knew before Galileo opened his mouth that he had to be wrong.

In addition, Drake emphasizes that we must consider this argument in terms of the evidence available at the time. However, the Aristotelians did have rational and plausible arguments showing that resistance was experienced by moving bodies. They also claimed support for their case by pointing to instances where materials denser than water, like ebony, could be made to float on it. In the latter case, caused as we know now by the phenomena of surface tension, Galileo devised an ingenious but quite *ad hoc* explanation that he somewhat tortuously related to the Archimedean theory of floatation.

In spite of the Archimedean aspirations to mathematical precision, however, this extension of the theory was not supported by measurement. Indeed, Galileo's claims for observational support here were rather general if not positively dubious. In the case of bodies moving in fluids Galileo accepted the Aristotelian argument that there was a resistance to motion but he would not concede that this could be the consequence of a resistance to division. What he failed to admit was that he had no means of establishing whether or not resistance to motion was caused by a resistance to division.

Aristotle's followers were not merely foolish dogmatists, as Drake suggests, nor were they mistaken in believing here, for example, that a ship could not be moved by any force no matter how small – as attempts to tow large vessels in still water revealed – but this possibility is just what Galileo denies. Thus, on this question his reasoning was faulty, his theory wrong and his evidence quite imaginary. The issue itself may not now seem crucial but it is obviously significant that Galileo went to such lengths, here and elsewhere in the *Discourse* to provide refutations of the Aristotelian position.

Drake entirely ignores this, merely allowing Simplicio to comment that he had enjoyed Galileo's argument more as poetry than science. In fact it is poetry and science, a form of justificatory rhetoric, in which Galileo had come to specialize.

Galileo triumphed, but his scientific discourse does not prove to be the simple replacement of error by truth, or of dogmatism by rational argument, as Drake wishes us to believe. Galileo was mortal, erred and sometimes used specious arguments or called on non-existent evidence. From the point of view of a positivist it may seem ironical that it was Galileo's attempt to devise conclusive arguments in favour of his theory and conclusive refutations of his opponents that led him to oversimplify his case and to introduce "pseudo-evidence".

The attempt to devise a logically stronger case than his theory or evidence would allow, led him into difficulties. As a consequence, the "context of justification" so ardently championed by positivists as being the location of scientific objectivity, proves here, as elsewhere, to be an arena where unrealistic logical objectives have to be supported by a rhetoric that ultimately leads to misrepresentation.

Ron Naylor

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A threat to Rome

The Northern Frontiers of Roman Britain
by David J. Breeze
Batsford, £9.95
ISBN 0 7134 0345 4

Londinium: London in the Roman Empire
by John Morris
Weidenfeld & Nicolson, £15.00
ISBN 0 297 78093 X

Our appreciation of the Roman occupation of Britain is an extremely biased one. Because Rome was a highly literate society, while its native counterpart was not, the contemporary written record of the conquest of Britain is one-sided; because Rome was also a wealthy, consumer-oriented society, the archaeological investigation of its remains is considerably easier than the study of the more ephemeral structures and scantier artefactual evidence left by the indigenous population. Thus it is refreshing when an author writing about the northern frontier attempts to integrate into his account the native dimension rather than concentrating entirely upon the evidence of Roman activity.

Dr Breeze is a highly respected scholar who has been actively engaged in excavation and research into Roman military matters for the past fifteen years. He is ideally equipped to provide what is a very well balanced and up-to-date account of the development and fluctuations of the Roman frontier zone in the north. Starting with background chapters on the Romans and barbarians, Dr Breeze's narrative proceeds from the first conquest of northern England and Scotland under Agricola, to the end of the occupation of Hadrian's Wall in the early fifth century AD.

Although it is obviously aimed at the popular market, with its specially commissioned reconstruction drawings, the book has much to commend it to the more serious student; however, the lack of detailed source references for specific points can be irritating. Dr Breeze provides more than just a narrative of events: he discusses in a clear and concise manner much of the evidence upon which his conclusions are based. Inevitably, not all of his interpretations will be universally accepted – for example many will disagree with the attribution of all first-century forts north of the Forth to Agricola's successor – but his use of data is always scrupulous; only rarely can he be accused of factual inaccuracy.

The discerning reader, however, may detect a consistent theme throughout Dr Breeze's analysis which colours his reading of the evidence. He shows a considerable reluctance to accept that the native inhabitants of northern England and Scotland, particularly south of the Forth, ever constituted a serious threat to Rome, and thus there is a tendency for all events to be explained almost entirely by reference to the wider stage of imperial affairs. It is true that in the past students of Roman Britain have tended to be rather too insular in their interpretation of the relationships between Rome and the northern barbarians, so that most changes were thought to have been brought about by native aggression. But the pendulum should not be allowed to swing too far the other way. The very existence of a concentration of forts in the north and the effort expended on the construction of frontiers makes it clear that considerable hostility was anticipated. As Dr Breeze himself admits, the continued existence of the frontier was itself indicative of Rome's failure to subdue the northern tribes. While events elsewhere in the Empire will inevitably have had an effect on frontier policy in north Britain, one suspects that on many occasions Rome did not so much act as react.

While Dr Breeze is concerned with an examination of the manifestations of the failure of the Roman Empire in Britain, Dr Morris has concentrated upon its success, for the healthy development of towns in a newly conquered province is a primary indicator of the acceptance of Roman values and the Roman way of life.

Although his is not the first book to concern itself with Roman London, Dr Morris's work is the first to go beyond a largely descriptive account of the archaeological remains and attempt to place what became one of the largest cities in the Roman Empire into its wider context. Primarily a historical work, it examines the foundation and development of London up to the sixth century AD, attempting to explain its fluctuating fortunes against the background of its administrative and economic role in the province. However, there is also a lengthy section describing what life must have been like in Roman London in its heyday, drawing widely upon evidence from all corners of the Roman Empire as well as the archaeological data from London itself.

Thus, the subject is approached from various directions, not all of which are equally effective. Because of the pace of archaeological excavation in London, many of the specific problems discussed have been superseded by more recent discoveries, for Dr Morris closed his manuscript some two years before he died in 1977. Subsequent editing has taken minor changes into account, but the deletion of whole passages and the insertion of lengthy footnotes is not entirely satisfactory, as is particularly evident in the consideration of the development of the forum. Although criticism of the book on these grounds is not entirely fair, the overview of Britain before, and during, the Roman conquest displays an approach to the archaeological data which is fundamentally out of date. However, such deficiencies are offset by the wide insight into the workings of the Roman Empire derived from Dr Morris's extensive knowledge of the literary and epigraphic sources, so that, although the book may not be entirely consistent in terms of its academic reliability, it is always both stimulating and highly readable.

W. S. Hanson

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Novel alloys

Light Alloys: metallurgy of the light metals
by I. J. Polmear
Edward Arnold, £8.95
ISBN 0 7131 2819 4

As one of a series of student texts on selected topics in metallurgy and materials science, this book explains the principles underlying the design, production and commercial exploitation of alloys based on aluminium, magnesium and titanium.

Although it is addressed primarily to students of metallurgy, selected further reading is advised which both extends its appeal to students in other disciplines and enables it to serve as a useful guide to those already working in the industries with which it is concerned. The work illustrates abundantly that the industries producing metallic materials for modern critical applications are based on advanced technological skills. It certainly dispels any lingering illusion of metallurgy as an empirical black art.

The title focuses attention on the low densities of the alloys which commend them especially for applications such as aircraft manufacture. As the author observes, however, they are versatile materials with extensive applications exploiting other valuable characteristics, notably the corrosion resistance, non-toxicity and electrical conductivity of aluminium, the machinability of magnesium, and the outstanding resistance of titanium to chloride media.

Metallurgy is concerned largely with the relationships between the properties of a metallic material and its structure. The structure can be varied to confer properties required for particular applications by adjusting composition and by prescribing appropriate thermal and mechanical treatments. In using this approach for alloys of aluminium, magnesium and titanium, alloy systems based upon them are reviewed and explored for opportunities of exploiting the classical techniques of strain, solid solution, dispersion and age hardening to develop strength. For titanium alloys, manipulation of the $\alpha - \beta$ transformation by alloying and by thermal treatment provides a further facility. Aluminium alloys are particularly well suited to age hardening, and ingenuity in alloy formulation and in devising thermal treatments has provided an extensive range of high and medium strength aluminium alloys for multifarious purposes. Although some of the principles involved are quite complex and difficult to convey, the clarity with which they are presented is a tribute to Professor Polmear's personal expertise and to his skilful writing.

As the successful use of any alloy depends not only on its intrinsic properties but also on its response to forming and joining operations and on its resistance to premature failure by corrosion and environmentally sensitive cracking, including fatigue, all of these matters are discussed. Particular attention is paid to the scourge of stress-corrosion cracking which inter-alia has prevented full exploitation of high strength aluminium alloys.

When produced on an industrial scale, alloys develop unwanted characteristics as a response to manufacturing operations. These include unsoundness in castings, heterogeneities introduced by selective freezing, residual internal stresses generated by working operations and anisotropy developed by rolling. Such influences can have unpleasant – sometimes indirect, consequences. These practical problems are considered seriously with special reference to their possible origins and to the expedients used to resolve them.

Professor Polmear's view of present and future prospects is reasonably optimistic. He draws attention to a new range of alloys with high specific moduli which may reward current research on aluminium alloys with high lithium contents. He sees more scope in using aluminium alloys in motor vehicle manufacture, expects to see more effective use of aluminium and titanium superplastic alloys, and anticipates increased use of titanium in aircraft construction and in chemical plants.

The book is authoritative, well presented and liberally illustrated and should serve its purpose well.

D. E. J. Talbot

D. E. J. Talbot is a senior lecturer in metallurgy at Brunel University.

BOOKS

SOCIAL ADMINISTRATION

A matter of common sense

Community Work
by Alan Twelvetrees
Macmillan, £10.00 and £3.95
ISBN 0 333 30900 6 and 30901 4

Community work became important in the seventies, sanctioned by a number of official reports, and given the task of providing support, resources and advice to local people who wished to protest about this issue or participate in that decision.

Community workers are, on the whole, middle-class people working in working-class neighbourhoods, and employed by a diversity of voluntary and statutory agencies. Their work requires stamina and commitment, and substantial knowledge of housing, education, employment, health planning, and so on. This book makes the whole business seem rather easy, but the value of a good teacher lies in his or her ability to make complex matters simple, and then to help the student to discover that complexity through further reading and experience. Alan Twelvetrees succeeds in describing community work in straightforward, how-to-do-it terms. The book is a guide to setting up, working in, developing and winning support for community groups. It is written primarily for professional workers in social work, education, the health services and related occupations.

Each chapter deals with an aspect of the process of community work, beginning with helpful explanations of the ways to make contacts in communities, and to carry out a community profile. There is a discussion of the "practical" and the "psychological" considerations of working with a community group; these chapters cover topics such as the worker's role, creating a constituency, using the media, and relationships with politicians. There are further chapters on changing institutions and how to survive in the job of community worker.

Doing community work effectively is often a matter of common sense, though Twelvetrees rightly says that common sense is not that common. This is an apposite caution at the time of the publication of the report of the government-sponsored Barclay Inquiry into social work. The report will confirm the importance of "community social work"; social workers must understand the community in which their clients live, and be able to use and support informal caring networks of family, neighbours and friends. This is a direction in which other "people-professions" are moving, not least because the recession has both created social problems and limited the resources available to cope with them. There is also disquiet at the size and cost of welfare bureaucracies; they are seen as a diversion of money both from direct services to clients and from more productive forms of investment.

A weakness in the position of those who advocate more community care is that their understanding of community is often naive. They ignore the deterioration in the social fabric of many urban neighbourhoods and the fact that the appearance of caring communities is more likely to be the outcome of a process of development than its starting point. It is no criticism of Twelvetrees that the strength of his book (making the complex simple) may encourage those who call for a "return to the community" to come to an equally naive view of community work, and to underrate the skills and resources that are needed to do it effectively. They must also realize that community work is far broader in purpose than specific attempts at reform in welfare and other services. It is part of the development of a participative democracy; while the welfare and resource issues with which community work is concerned are important in their own right, they are also the means to renegotiating the relationship between those who govern and those who are governed. If we are successful in returning care to the community, we may find that we have also helped to re-awaken interest and participation in political issues.

But for the present, we have a book that despite the danger I have indicated will be a useful text for students and workers. It is one of a number of books recently published that mark the coming of age of community work as a comprehensible form of social intervention, with defined tasks and a well delineated base of skills and knowledge.

David Thomas

David Thomas is lecturer in community work at the National Institute for Social Work.

A home from homes

Group Care for Children: concept and issues
edited by Frank Ainsworth and Leon C. Fulcher
Tavistock, £9.95 and £4.95
ISBN 0 422 77290 9 and 77850 8

As a boy, I sometimes played in the enormous Dr Barnardo's complex at Barkingside. The grey clothes, the shining lino, the time-tabled lives, made a profound impression on me. Later, I joined a local authority children's department and participated in the crusade to minimize the effects of institutions. The largest homes were abolished and replaced by family group homes. Child care policy was directed towards placing more deprived children in foster homes.

The crusade was partially successful. Yet today residential places are still in demand. Staff complain that the children are even more delinquent and more difficult. It is timely, therefore, to receive a book which values the role of group care workers (as they are now called) and which attempts to provide some theoretical and practical help.

Six of the contributors to this book are from the USA and three from Britain. The combination produces some difficulties for British readers unused to classifications such as "the mesosystem" and "the exosystem". On the other hand, the editors render a service by drawing attention to the concepts and techniques which appear of use on both sides of the Atlantic.

Whatever their backgrounds, the contributors agree in rejecting the old model of one hour of therapy by a high status therapist and 23 hours of "cope as best you can" by low status group care workers. Within the 23 hours, two aspects are now identified as particularly important. First, it is not enough just to send disturbed children out to play. Of course, they need free time but staff will also have to instal programmes designed to counter their emotional and educational difficulties. Secondly, as Henry Maier makes clear, children are strongly influenced by their peers. Therefore the composition of group membership requires planning rather than random selection.

As well as examining the environments and practices which can help children living in residential establishments, the authors also give space to the needs of staff. Rightly so, for group care workers may endure long hours and emotional pressures without the public applause awarded to nurses. Accordingly, Martha Mattingly suggests means of preventing "burn-out" among them. Her tone is refreshingly practical as she emphasizes the need for friendships outside of work, for exercise and for creative hobbies. Among the latter, she even recommends writing a book.

In putting up a case for training all staff, Frank Ainsworth comes up with a curriculum which has a wise balance between theory and practice. Along with his co-authors he hopes that training will promote the professional status of group care workers. While accepting the desirability of training – I once earned my living as a lecturer – I will not follow the glittering path to professionalism. Caring is not just about techniques, theories and certificates. It is also about commitment, compassion and self-sacrifice. My judgment is that professionalism often means the decline of these qualities.

Residential care is costly and so a target for welfare cuts. Local authorities have not only reduced the numbers of their own establishments, they have also cut support to voluntary bodies which have been a source of much residential expertise and variety. The result can be difficulties in finding the right placement for a child. I work for a project which tries to prevent children leaving their own homes. But when I fail and they do leave, they invariably find themselves in the same large ex-approved school whatever their individual needs. The development of sufficient centres of varying types, manned by creative and committed staff, will not come until the value of group care is widely accepted. This book helps this cause by demonstrating the positive services which group care can offer to troubled children.

Robert Holman

Dr Holman is a community social worker with the Church of England Children's Society.

Applying pressure

Poverty and Politics: the inside story of the Child Poverty Action Group's campaigns in the 1970s
by Frank Field
Heinemann Educational, £14.50 and £4.50
ISBN 0 435 82305 1 and 82306 X

One of the most constructive outcomes of the "rediscovery of poverty" in Britain in the 1960s was the formation of the Child Poverty Action Group. From relatively humble beginnings in 1965 the CPAG has grown into Britain's main welfare pressure-group, conducting tenacious campaigns on a variety of issues such as the abolition of the wage-stop, the rights of claimants, improving the real value of social security benefits and, most important of all, the need for a really adequate system of child support.

In 1969 the group appointed as its director Frank Field, who subsequently served an eventful ten-year term of office until his entry into Parliament as Labour MP for Birkenhead. The first section of this book gives a fascinating account of those years. Field writes with clarity, perceptiveness and humour. He is refreshingly candid on his own motives for taking up the CPAG directorship (interest in poor families, but also political apprenticeship, since "working for CPAG had the additional advantage of building up a range of technical information and political skills which would be useful for a member of the House of Commons"), and on his relative ignorance of social security matters when first appointed (symptomatic, one suspects, of a wider ignorance in social science circles at that time).

The CPAG campaigns of the 1970s are well described, as are some of the more abstruse areas of social security, such as claw-back. Tantalizingly brief anecdotes are told of political heavyweights in a world where family allowances found few friends, particularly in the Labour Party (Richard Crossman's bombastic intolerance of criticism is contrasted with Iain Macleod's razor-sharp intellect and surprisingly cooperative attitude); there are illuminating examples of a modern pressure-group at work, realizing that control of information is vital (complex statistical information can be wrung from governments through Parliamentary Questions by sympathetic MPs); and of course Field provides a first-hand account of his celebrated leak of Cabinet minutes in 1976 – an incident which induced apoplexies among supporters of official secrecy and forced the Callaghan Government to abandon its shabby intention of scuttling the child benefit scheme. All of this is a unique account of the politics of persuasion, and is by far the best section of the book.

Field rather nervously tries to evaluate the success of the CPAG – a task perhaps best left to some future doctoral candidate – and in so doing draws parallels with Eleanor Rathbone's Family Endowment Society, the family allowances pressure group of 1918–45. This is an interesting exercise (particularly when Field suggests that current trade union suspicion over child benefits may be a legacy of the FES's ham-fistedness over the low wages issue in the inter-war years) but the comparison is not wholly convincing. For one thing, Eleanor Rathbone was little interested in the legal rights of male claimants. Again, Field offers rather contradictory and uneasy verdicts on whether the CPAG's campaigns have made public opinion more sympathetic to the plight of the poor.

The second section contains pieces written by Field between 1970 and 1979. It is a variable selection. There are excellent discussions of redistribution, and the seminal Field/Piachaud essay on the poverty trap is well worth republishing. But more ruthless editing here would have eliminated the tendency to repetition.

One particular red herring drags itself across too many pages: the claim that the relative inadequacy of current Supplementary Benefit child allowances originates in Beveridge. As Rowntree's underestimate of a child's subsistence needs (too readily accepted in turn by Beveridge). As Tony Lynes and others have shown, social security benefits have remained at a fairly constant level in relation to average earnings ever since 1934 when they were fixed, on the less eligibility principle, by reference to low wages. Grasping this nettle leads one to the conclusion that higher benefits can only come about through higher real wages. Wage differentials would have to be narrowed, and the real citadels of wealth and privilege attacked. In its laudable concern for the immediate plight of poor families, the CPAG has always shied away from talk about big structural changes which in the long run will usher in a new Jerusalem". But as Field himself admits, "Low wages are the most important cause of family poverty".

John Macnicol

John Macnicol is lecturer in social policy at Bedford College, London.

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BOOKS

SOCIAL ADMINISTRATION

Welfare decisions

Discretion and Welfare
edited by Michael Adler and Stewart Asquith
Heinemann Educational, £15.00
ISBN 0 435 82009 5
Professional Power and Social Welfare
by Paul Wilding
Routledge & Kegan Paul, £4.50
ISBN 0 7100 0885 6

It is becoming increasingly apparent that the welfare state as conceived more than thirty years ago is no longer suitably equipped to perform the functions for which it was designed and which it appeared to serve reasonably well in an era of expansion and relative affluence. Economic constraints and changing political emphases have now called into question the need for and feasibility of universalist provision with the result that selectivity coupled with a renewed emphasis on self-help appear to be the dominant themes of the eighties.

Yet whatever view is taken of the future of the welfare state, it has surely been obvious for some time that its principles as well as its practices were ripe for review. *Discretion and Welfare* is a timely contribution to the debate, touching as it does on most of the key practical and philosophical issues underlying state provision for citizens in need. Questions of liberty, equality and fraternity are all admirably addressed in this important book, which is concerned in particular with the operational assumptions underlying decision-making in such diverse spheres as housing, criminal justice, social work, medicine and social security. Chapters on these specific topics are framed by a more general consideration of such issues as discretion and power and discretion as a social problem.

The book is in fact a collection of papers by specialists in social policy, originally written for a series of interdisciplinary workshops. It conveys vividly a sense of debate in progress in which the reader is invited to join. Moreover, there are critical cross-references between different contributors who do not always agree with each others' theses, but also enough substance in all of the arguments presented for the reader to develop an informed and independent opinion. The conclusion is also open-ended in that the problems presented by discretion, including the use of judgment, individualization and the possibility of injustice as well as justice are not seen as soluble simply through the adoption of a legalistic model that would in theory establish clear rights and expectations for all in need. Either approach, it is suggested, can and does lead to abuses of power and inequity in practice. On the other hand, each also offers opportunities and safeguards to protect the interests of the vulnerable, though ultimately these will only work to best effect if control over resources and power to allocate them *are widely shared among providers* and consumers.

Such a perceptive and indeed profound discussion of the central problems of the welfare state contrasts strikingly with Wilding's hackneyed, superficial and biased analysis of the professions in social welfare. He rehearses yet again the well-known but now rather outdated criticisms of the power of the professions, finds almost nothing to say in their favour and apart from proposals for minor adjustments in controlling them offers only one real solution to the problems he claims to have identified, that well-known myth of the socialist utopia. He would no doubt agree with the conclusions in *Discretion and Welfare* concerned with power-sharing but he provides little evidence of having thought through his subject matter to anything like the same degree. Indeed, anyone seeking a balanced, perceptive and up-to-date critique of the professions should turn to Adler and Asquith's book, in which issues of professional and administrative power are touched on throughout and discussed in detail in one seminal chapter on social change and medicine.

There is clearly much more to be said about the power and influence of the professions in British society but a more impartial and constructive analysis than the one contained in *Professional Power and Social Welfare* is required.

John Haines

John Haines is social work education adviser at the Central Council for Education and Training in Social Work.

A pensioner taking advantage of facilities at Dame Colet House, London Borough of Tower Hamlets, in August 1981.

Direct input

The Uses of Social Research: social investigation in public policy-making
by Martin Bulmer
Allen & Unwin, £12.50 and £5.95
ISBN 0 04 312011 3 and 312012 1

Lord Rothschild's review of the SSRC has, in the event, not confirmed the worst fears that might have been engendered by the leaked correspondence between Geoffrey Howe and Sir Keith Joseph. Judging by this correspondence, Sir Keith has not got what he wanted – a report that confirmed and justified the philistinic attitude to social science which seems embedded in sections of government (and which Lord Rothschild is at pains to criticize.

Not only is this attitude a denial of the proper value of social research and social learning, it betrays an ignorance of what the social sciences are, and what they are best able to say, and a failure to learn from their most valuable past contributions. It is the persistence of a mechanical view of the policy process and an engineering approach to the contribution that social research can make to it, that has prevented policy-makers and pundits from recognizing the pervasiveness of the product of social research in the atmosphere which sustains the making of policy.

A good text on the uses and contributions of social research – and the pervasive nature of its influence – has been wanting for some time. Martin Bulmer's book goes some way to fill the gap but falls short of fulfilling all one's expectations. Although he is concerned to criticize the "engineering model" of the uses of social research, much of his analysis seems to be based on an assumption that the best and most useful contribution that research can make is as a direct input to the policy process. True, he describes and gives his support to an "enlightenment model" that assumes the primacy of the social context of research and policy-making, but such a view falls fully to inform the rest of his analysis.

Bulmer approaches his subject from a number of angles, setting the scene with an historical review of the development of "applied" research (a term he elsewhere eschews) and a chapter on models of the relationship between social knowledge and policy-making. He then deals with problems of conceptualization, research design, measurement and explanation by examining the specific examples of deprivation, disadvantage, handicap and the geographical distribution of health resources. The treatment of deprivation could have been made more of (particularly in respect to the way problem definition has been tailored to fit feasible policy responses) but the section on handicap is particularly telling – and more so later in the book when he describes the disastrously amateurish research attempts of local authorities to fulfil their obligations under the 1970 Chronically Sick and Disabled Persons Act. Subsequent chapters deal with governmental commissions in Britain and America, the institutional context of research and, finally, the patterns of influence that research may have.

What is really missing from this last chapter (and what, earlier, Bulmer promises) is a view of how the effects of research are felt within policy-making departments. A study of the uses of research would benefit greatly from a consideration of what the users feel about it. However, perhaps this is to be seduced again by the engineering view; maybe what matters most are the influences of research on policy-making of which even the policy-makers themselves are unaware. Policy-making is a messy business and the ways in which social research contributes to it are many and diverse. It is less a matter of the uses to which it is put than the influence it has.

Useful as this book is (and it will be a valuable addition to research methods course reading lists), it fails to capture this important difference.

John Edwards

John Edwards is lecturer in social policy at Bedford College, London.

BOOKS

SOCIAL ADMINISTRATION

Reservoir of anguish

Unemployment
by Jeremy Seabrook
Quartet, £8.95
ISBN 0 7043 2325 7

"I'm working for less than a pound an hour. If that's pricing ourselves out of markets, it means only one thing. It's slave labour they want back"! Jeremy Seabrook talked to the poor and unemployed mainly in Bolton, Wigan, Sunderland and Birmingham and paints a view of Britain in the early 1980s which is both painful and despairing. While I do not entirely agree with the underlying argument, nor am happy with the way the material is presented, this is an important and interesting book. It follows in the tradition of J. B. Priestley and George Orwell but, Seabrook argues, it reveals more, as in the 1930s the working class retained

> the deeper feelings, the anguish and private pain . . . as part of the "great reservoirs of secrets . . . which made it appear slightly less than human and very threatening to the rich. That these secrets can now be told is a measure of the change that has taken place in working class life. It is part of the process of emptying the rich cistern of working class experience.

This, then, is not yet another series of harrowing stories from the dole queue: rather, this is a highly perceptive attempt to come to terms with working-class culture. It is as much about affluence as about poverty: the working class has been betrayed as much by the Labour Party as by the dehumanizing consequences of policies which see high levels of unemployment as a permanent and inevitable element in the way we organize our society. In the past, ordinary workers may not have been paid what they deserved but at least they were valued for their strength and work. There was consolation in seeing the ships and steam engines constructed out of their sweat and labour. The traditional solidarities, based on a common concern to make a better world, provided the basis for an alternative set of values based on sufficiency, rather than limitless personal accumulation. Perhaps Jeremy Seabrook overstates the virtues and realities of this traditional world but clearly the people he spoke to do provide plenty of examples showing that they *believed* that in certain respects the old world was better. He is aware that he is likely to be attacked for over-romanticizing the past; understandably, and somewhat defensively, he quotes Robert Roberts, who, in his book *The Classic Slum*, claims that "Despite poverty and appalling surroundings, parents brought up their children to be decent, kindly and honourable."

Now, says Seabrook, the poor have lost even the consolation of poverty. "It has all been a vast swindle." Workers are now needed less as workers and more as consumers. They are what they are by the amount of money they have to spend. People are set increasingly against each other, as neighbours inform on neighbours for allegedly working when receiving social security payments, and youngsters take the purses of the poor from their shopping bags in the supermarkets. The goodwill that once existed for the poor and the unemployed in the 1930s has now dissipated. As a former shipyard worker in Sunderland put it: "Now they make the poor souls feel it's their own fault."

Unemployment is finely written in a direct, evocative, prose style which Seabrook uses to portray the decaying industrial areas, the tower block new-slums, and the frustrated, aggressive or pathetic men and youngsters of Selly Oak or Sunderland. He interweaves vivid description of pubs, snack-bars and council-house kitchens with reminiscences, opinions and accounts of the worries and miseries of people, expressed in their own words. The pattern that he creates, apparently artlessly but in fact extremely skilfully, supports his own deeply-held views. There is no attempt to tell us how long he stayed in the towns he visited, how many people he talked to or how he met them and how much material he discarded which did not fit in with his line of argument.

Unfortunately, now that many of Seabrook's putative readers will have some knowledge of social science research methods, it is not so easy to adopt such a cavalier approach. Thus, for example, Seabrook claims that the TV tends to reinforce unemployed people's feelings of futility, by the constant reminders to buy things in the commercials. However, my experience, also from talking to unemployed people, is that TV is one of the few things that makes life bearable. It keeps husbands and wives together by having something to talk about and by lifting the burden of each others' company for a time. Jeremy Seabrook presents only one interpretation, and does not consider alternatives. It is not helpful for each of us to argue by setting one anecdote against another.

Nevertheless, as colleges and universities start planning their new courses on unemployment to run alongside courses on race relations or deviance, Seabrook's book clearly has an essential place on the reading list. All the longitudinal surveys, matched samples and in-depth psychological studies, which will provide the data for essays, may be read and analysed with greater concern and compassion after reading Seabrook's book. When all the facts and figures are forgotten, some of the people Seabrook quotes are sure to stick in the mind:

> I've seen it all before, tradesmen thrown out on the streets, glad to take a labouring job. This is what unemployment is all about. Mrs Thatcher's version of a wages policy. Make the working people grovel. In the thirties it was the same. Nothing for the lads to do until they arranged another war for them. That could happen again. A conventional war; there won't be a nuclear one. After the general strike I went in the army. It was the only way to escape from unemployment.

R. E. Pahl

R. E. Pahl is professor of sociology at the University of Kent.

Death in the family

Social Work with the Dying and Bereaved
by Carole R. Smith
Macmillan, £10.00 and £3.95
ISBN 0 333 30894 8 and 30895 6

I approached this book with little enthusiasm: having heard and read something of what passes for theory in social work, and seen a little of what social workers do, I have not been impressed. The prospect of a book inviting social workers to psychoanalyse those who already *have more than enough* to cope with, was not one I relished. It was, therefore, a welcome surprise to find my prejudices invalidated, for the author of this excellent little book has more than an abundance of both humanity and practical good sense.

There is, of course, the obligatory ritual agonizing about the professional role of the social worker and the "knowledge base" of social work. Even here, however, Carole Smith presents the sensible argument that social workers should not rely upon their intuition when deciding upon action, but should depend instead upon sound empirical research. The very fact that other social workers apparently need to learn this lesson is, however, a cause for concern.

Thankfully, this professional introspection is brief and the remainder of the book is devoted, first, to a description of the research literature, followed by practical guidance on how social workers can help the dying, their families, and the bereaved. The research literature is briefly and accurately summarized, concentrating upon the terminally ill adult patient in hospital. The author adopts the now generally accepted view that dying and bereavement involve a catastrophic disruption in the person's taken-for-granted reality, suddenly denuding it of meaning and purpose, as well as a severe disturbance in their social relationships as they and others try to avoid acknowledgment of their plight. Psychoanalytic claptrap is given short shrift, as is, perhaps more contentiously, Bowlby's theory of attachment and loss.

Following this theoretical introduction, the author then shows how this empirically based understanding of dying and bereavement can assist the social worker in helping those involved. The main task for the social worker is to appreciate, as valid and legitimate, the perspective of the dying and bereaved and the emotional turmoil they experience. This means abstaining from the well-meaning conspiracy to avoid or deny the reality of loss. As she says of the bereaved: "Things are as bad as they possibly could be, and any attempt to avoid this fact serves to minimize the significance and reality of loss and to increase the social distance and isolation."

Social workers must demonstrate that they are not alarmed or upset by the expression of emotions that often frightens others away. The dying and bereaved are sometimes angry and irritable, and direct this towards others, blaming them for their plight. Social workers must show that they understand these feelings and must indicate that they are the normal response of people in this situation. They must also accept that the dying and bereaved will have genuine regrets about the past, whose significance to those who experience them must not be denied, however trivial they may appear. As a compassionate outsider, who acknowledges and accepts the reality of loss, yet remains detached from the chaotic series of events experienced by those involved, the social worker is able to provide a focus of stability and continuity and prevent the isolation of the dying and bereaved in their own, truly dreadful world.

Not only can social workers be good listeners, they can also act as mediators between the various parties caught up in the crisis. For example, when a dying person becomes angry and irritable with his family, the social worker can explain to them that their attempts to relieve him of financial and other worries is seen as a usurpation of his role, and explain to him that his family are well-meaning and that his anger is only driving a wedge between them. This role is particularly important in the hospital context where the professional social worker can represent the patient's perspective in dealings with medical and nursing colleagues.

The author's guidance on how those roles can be accomplished is always clear, without being too directive. She does not pretend that there are simple answers for such delicate questions as whether or not to tell dying patients what the prognosis is, or whether to tell children that their parent has died. It is the social workers' role to assist their various clients to accommodate themselves to their situation, by providing understanding and security.

What this book teaches non-social workers, is that providing there are more social workers like Carole Smith, there is certainly an important role for them in working with the dying and bereaved.

P. A. J. Waddington

Dr Waddington is lecturer in sociology at the University of Reading.

Routledge & Kegan Paul have published *The Yearbook of Social Policy in Britain, 1980–1981*, at £14.95. Compiled by its new editors, Catherine Jones and June Stevenson, this tenth edition of the yearbook covers a wide variety of topics, including the voluntary sector, central/local government relations, the health service, the police, the mentally handicapped, housing, welfare provision for the unemployed, and social policy in the European Community.

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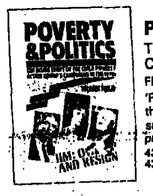

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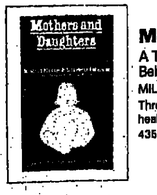

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BOOKS

SOCIAL ADMINISTRATION

Special needs

Unqualified and Underemployed: handicapped young people and the labour market
by Alan Walker
Macmillan, £12.95 and £4.95
ISBN 0 333 32189 8 and 32190 1
Handicap in a Social World
edited by Ann Brechin, Penny Liddiard and John Swain
Hodder & Stoughton, £6.75
ISBN 0 340 27625 8

Unqualified and Underemployed is the report of a survey of the work experiences of the handicapped youngsters (and a sample of non-handicapped eighteen-year-olds) identified in the National Child Development Study of all the children born in Britain in one week in March 1958. The survey of handicapped school leavers was commissioned by the Warnock Committee as part of its inquiry into special educational needs. One of the survey findings is that one in six children experiences special educational needs at some time during their schooldays – a statistic to which the Warnock Report gave emphasis.

Other interesting nuggets of information can be found in this book, such as that over 21,000 children were ascertained as needing special education in 1975; that the total numbers of children aged between five and 16 who were listed as ascertained was 176,688; that those children in the survey who, although not formally ascertained, were said by *their teachers to have received* special help did better in finding and keeping employment than those who teachers reported as needing but not getting special help; that those handicapped school leavers who found a job immediately on leaving school were more likely to keep employment than those who had to wait several weeks before starting work; that those who had practical training for the world of work – visits to factories, work experience sessions – were more likely to find and keep employment than those merely receiving advice from careers officers or teachers.

Unfortunately the implications of these interesting facts are not discussed at all by the author. Did the special help given by teachers to those children they thought had difficulties really cause the better employment record compared with those thought to have problems but not given help – or did teachers elect to help the more promising pupils? If any handicapped youngster is placed in a job quickly on leaving school, will it ensure a stable employment career, or is it rather the case that the most able, determined and reliable of them both find work quickly and keep it?

The lack of discussion of the data makes this a disappointing book. Even as a collection of survey findings, it is marred by slipshod writing; for example, on page 162 it is stated that the parents of handicapped children were more likely to have completed their education before age 15 than were the parents of non-handicapped children, and then figures are given which indicate the reverse. Other examples could be given. A pity, because there is useful information here, and the subject is an important one.

Handicap in a Social World is a reader for the Open University's updated course on "the handicapped person in the community." Its 41 items are mostly culled from a wide range of British and North American books and journals, though seven have been specially written. The contributions are organized under four headings – The Disabled Relationship, Styles of Living, Professional Support, and Integrated Living – though the editors, in their introductions to the sections, do not give much information about what the items that follow have in common. Nor do they explain why integrated living is given a separate section to itself. Not all the articles in this section focus on integrated living – even the specially written article is about the politics of self help. Other contributions deal with such matters as screening for congenital defects, financial provisions, and information services.

This is, however, a useful collection of well chosen readings; it will deservedly have a wider market than just Open University students.

Eda Topliss

Eda Topliss is senior lecturer in sociology at the University of Southampton.

Disabled workers inspecting printed and trimmed sections before they are bound into books.

Untidy work

Training for Uncertainty: a sociological approach to social work education
by Brian Heraud
Routledge & Kegan Paul, £8.95
ISBN 0 7100 0889 9

It is a popular misconception that sociology and social work are in critical respects interdependent, and further – as an erroneous corollary – that sociologists have made a major contribution to the development of social work education. Of course some have seen in the social services a legitimate area for detached investigation, but a mere handful of sociologists have been prepared to burn their purist boats and commit themselves to the job of training social workers. Brian Heraud is one of them. He recognizes that social work, like life itself, is fundamentally untidy and inconsistent and demands of its practitioners that, above all else, they learn the arts of compromise and acknowledge the limited extent of their own capacity to change people or communities.

Although many social workers take a first degree in the social sciences, some find the change of approach required for postgraduate professional training hard to achieve. There is dissonance between the kind of performance that earns the praise of a sociology teacher and the attitudes and activities required in social work education and practice. Heraud quotes one such student who struggled to reconcile the two approaches. He talks of "starting afresh", undoing much that he had learnt as an undergraduate and recognizing "differences of approach that are fundamental and lead to totally different explanations of behaviour". Naturally many sociologists might say – though Heraud conspicuously does not – that if only social work had a sociological orientation, such conflict and confusion would not occur.

Heraud provides us with a brief but useful review of the development of social work education, and considers its present status and future uncertainties. He locates his topic within the literature of professionalism, drawing in particular on Bucher's model of training as a process of socialization. He pulls together a range of recent research studies on social work's identity crisis, and reviews the relevant material on the educational process – student selection, curriculum design and course assessment. He pin-points the critical role of the fieldwork teacher (that is, the social worker to whom a student is attached on placement for three or four months, in a kind of apprenticeship), and recognizes the ambiguous position of academic teachers vis-à-vis the students.

In a field where the literature is sparse, this kind of tidying-up exercise by one who knows the material is always worthwhile. Read as a thought-provoker, *Training for Uncertainty* serves a useful purpose. But Heraud would wish that it did more than that. He remains a sociologist first; a social work educator second, and he asks what are the implications of research "within the tradition of sociological and social-psychological studies of professional socialization" for those responsible for planning and running social work training courses. His work, he says, suggests "issues, including policy issues" in the light of his employment of Bucher's model. He acknowledges, however, that it is only one of a number of possible models that he might have used, and although it *explains* some of the anguish, the conflicts and the ideological discrepancies that frequently characterize social work courses, it offers no prescriptions and provides like guidance.

He hopes that future changes in social work education might "be assisted by a responsible critical sociology", but leaves completely unanswered all the major conundrums that he identifies – like the apparently irreconcilable disparity between the idea of giving students a major say in their own assessment and the teacher's responsibility for maintaining professional standards and safeguarding the interests of future clients. Heraud's analysis successfully highlights the problem; it does not suggest a solution.

His book, then, is written in the best traditions of sociology: he can relax in the knowledge that his analysis is even-handed, reflective and might be right; others – in practice, management and teaching – are faced with the everyday need to make decisions in the full realization that they risk being wrong. Social work education, in my view, is more to do with the second of these two ways of working than the first.

Martin Davies

Martin Davies is professor of social work at the University of East Anglia.

Social spending

Public Expenditure and Social Policy: an examination of social spending and social priorities
edited by Alan Walker
Heinemann Educational, £14.50 and £7.50
ISBN 0 435 82905 X and 82906 8

The principal theme of this book is summarized in one of its chapter headings: the growth and decline of social spending. Throughout the third quarter of the twentieth century public spending on the social services in Britain accounted for ever higher proportions of national income; but from the middle of the 1970s this trend began to be checked and is now perhaps being reversed. The contributors to this volume recognize that the decline we are seeing may be more than a temporary aberration, and therefore something worthy of serious study.

The book is addressed primarily to students of social policy and social administration. It aims to describe developments in social spending over the past decade, to investigate the implications of current spending plans, and – more ambitiously – to examine the changing "social priorities" that are implicit in public policies towards social spending.

The authors are generally successful in providing a readable and informed survey of the recent history of public expenditure on the social services. Ken Judge sets the scene with a clear account of the main trends in social spending since 1950, establishing the existence of a turning point in the middle 1970s and discussing various possible explanations for this. Then each of the principal programmes of social spending – health care, social security, housing, the personal social services, education and the employment service – is examined in detail by a separate contributor. There is also a chapter on "tax expenditures" – that is, tax reliefs and allowances – in which Chris Pond argues that public resistance to increased social spending is partly due to the narrowness of the British tax base.

On the whole there is a welcome absence of political axe-grinding. (Maurice Peston's chapter on education is an unfortunate exception, in which spending cuts are attacked with more passion than reason. For example, as evidence that cuts in education spending will cause serious damage, Peston refers to the unsurprising fact that people who work in education have always complained of a shortage of resources!)

Inevitably, given that it is the work of 10 people, the book is a little disjointed, and readers are left to draw their own conclusions from a mass of detail. The editor might have done more to draw the threads of the discussion together. For example, most of the contributors make the point that social policy has been marked by a lack of strategic planning, particularly since the introduction of cash limits. But what have been the general consequences of planning by cash limits, and why are these (as the authors believe) undesirable? Does cash planning tend to favour some social programmes rather than others? Does it favour current spending relative to capital spending? Rather than addressing such questions in any detail, the editor contents himself with some rather opaque remarks about economic values taking precedence over social values and with a general plea for more "social planning". The unquestioned assumption is that more planning is always better than less – an assumption that is perhaps anachronistic in the ideological climate of the 1980s.

Robert Sugden

Robert Sugden is reader in economics at the University of Newcastle upon Tyne.

A report by Linden Hilgendorf, describing the findings of a study of child care cases where an application is made to the courts to vary parental rights, has been published by HMSO as *Social Workers and Solicitors in Child Care Cases*. It is available at £7.50 and £3.95.

Understanding Child Abuse

Edited by David N Jones

This authoritative yet compassionate review (with a foreword by the Director of the NSPCC) looks at parental stress and other causes of abuse, and describes the role of social workers health visitors, the medical profession, teachers and police in recognising and responding to it. It analyses the various options and stages in handling a case of child abuse. Above all, it emphasises the individuality of each situation and the overriding need for co-ordination of information and decision making if help is to be effective.

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BOOKS

SOCIAL ADMINISTRATION

Return of King Con

Images of Welfare: press and public attitudes to poverty
by Peter Golding and Sue Middleton
Martin Robertson, £16.50 and £5.95
ISBN 0 85520 447 8 and 448 6

In the mid-1970s when there were over a million unemployed, two men received enormous press coverage. "King Con" who claimed he had gained £36,000 by fraudulent benefit claims, and "Superdad" who was living on social security with two wives and 21 children. When David Donnison, as Chairman of the Supplementary Benefits Commission, generously and courageously defended claimants against press attacks he was dubbed "the Dotty Prof".

Content analysis reveals that social security is not news at all unless it can be turned into human interest stories containing the magic ingredients of crime, sex, violence or children. The role of the press has been to sensationalize individual cases, to turn claimants into what Stan Cohen has called "folk devils" and, by appealing to unfounded "common knowledge" of widespread abuse, to amplify public hostility into a "moral panic" which has to be met with punitive policies.

Peter Golding and Sue Middleton convincingly demonstrate that the reporting of social security is indicative of a more profound sickness in the press and English society. There is a historical and structural origin for the popular Conservative libertarian individualism which now represents so profound a threat to redistribution and adequate collective social provision for the poor. News coverage of social security scandals helps to set the agenda, to fan this smouldering public hostility into flame. The press offers only a limited set of stock responses and provides a seemingly commonsense framework and language for discussion. The way is thus prepared for Mrs Thatcher to tap this powerful source of support for her political attack on the welfare state.

Interviews with social services correspondents reveal them to be of lower middle-class origins, with no personal acquaintance with social security claimants. They possess an unusually individualistic work ethic, and actually believe much of what they write about the burden of welfare and scrounging. The *Daily Telegraph*, consistent in its attitudes since the nineteenth century, stands apart from the quality press in having an *anti* social services correspondent.

Interviews with a sample of 650 members of the public show that in a time of inflation, when welfare abuse and inflation-proof benefits are news, there is a tendency to overestimate the levels of benefits and numbers of claimants (the "burden" of welfare), but to underestimate current wage levels and how much it costs to keep a family. This narrows the imagined gap between the working population and poor. And indeed, as Runciman found in his study of relative deprivation, there is a tendency to make only short-range and immediate comparisons of living standards, so that people underestimate the degree of structural inequality in society: riches now come by hard work or luck; poverty is the result of laziness or profligacy. Tragically, the low-paid and the poor, who are most likely to need the support of humane and adequate social security, are found to be most hostile to claimants and the provision of welfare.

This empirical material is set in a detailed and valuable discussion of the historical and contemporary socio-economic trends, policies, and press coverage of services. There has been a remarkable continuity in the state's attempts to classify the victims of structural change into the eligible, deserving poor, and idle rogues. The "cycle of poverty" thesis has been with us since the sixteenth century. The Depression provided a remarkable preview of emotional responses to the present so-called "fiscal crisis" of the state.

With the mass circulation press increasingly dependent on an individualistic consumerism, the labour movement has failed consistently to articulate, and secure an adequate press outlet for, any coherent socialist alternative. In the present crucial socialist divide within the Labour Party, all the mass circulation press and the substantial body of public opinion lies to the right.

This book is essential for students of social policy, and it makes profoundly disturbing reading for anyone who has hoped that the welfare state might become a democratic means of promoting equality and collective responsibility for the poor. It also makes nonsense of facile hopes that rising unemployment will bring about an orderly change in public attitudes towards employment. Growing quarrels about the distribution of shares of diminishing national cake seem set only to bring a strengthening of the more moralizing and punitive aspects of the work ethic.

Dennis Marsden

Dennis Marsden is reader in sociology at the University of Essex.

A pensioner's home: one small room without gas or electricity

Ask the client

Verdicts on Social Work
by Stuart Rees and Alison Wallace
Edward Arnold, £5.95
ISBN 0 7131 6279 1

The evaluation of social work has "come of age", according to the authors of this book. In celebrating its majority they attempt to achieve a number of objectives: to identify the criteria of evaluation used by clients and social workers, to describe the activities that were evaluated and the socio-political contexts in which evaluative judgments were made, to identify the meaning of the criteria used, and finally, to "see how research-based information concerning social workers' day-to-day activities squares with some of the conclusions of both the radical and Marxist critics".

Within the modest space available none of these issues, which the book quickly reveals as highly complex in terms of research methodology and conceptual analysis, can be fully and carefully explored. Instead the book mainly consists of a very useful detailed summary of the research on client opinion (which has grown considerably in volume since 1970) and, to a lesser extent, on the views of social workers. The "verdicts" in the title are largely those of the principal actors, clients and social workers, on their own direct experience reported in research studies. These are set between an introduction which attempts to give some empirical form to the immediate managerial and political context of evaluation, and a conclusion which points to the kind of "radical" social work on which the authors would deliver their own positive verdict.

There are four sections. The introduction discusses the evaluation of social work and of social programmes and reports the results of interviews with all Directors of Social Work in Scotland "and also some Australian politicians who were interested in, or who took responsibilities for social welfare". This is a narrow base from which to explore the immediate working context of the evaluation of social work, particularly since "the Scottish directors admitted to difficulty in saying what they meant by evaluation".

Part two presents the results of a wide trawl of published and some unpublished research: consumer studies in social welfare, studies in which clients' views have been of peripheral concern, biographical accounts of clients, studies in fields considered by the authors closely related to the social services, medicine, law and psychotherapy. The resulting concordance of reference has considerable heuristic value, but the treatment conceals two unresolved problems.

First, to what extent can the various studies, which are pursued, as the authors emphasize, in different contexts, which follow no common methodology and which adopt different modes of analysis, be used cumulatively so that we can generalize, as the authors do, about *client* dissatisfaction, *client* reaction and so on? Some of the issues are recognized by the authors – for example, "Almost all the studies reviewed are retrospective in nature. Indeed some studies require clients to think back to social services experiences which may have occurred *years* beforehand" – but they are considered briefly and separately from the studies, the results of which are consequently not "weighed", as the authors promise.

Second, we should address more carefully the question of the criteria for the use of client opinion studies either to increase our understanding or to pursue changes in policy. This question was raised by Martin Shaw in an article mentioned in the bibliography, but it has not been sufficiently considered in the text. Shaw distinguished studies of client opinion in so far as they reported views that were informed, relatively enduring and representative, and by no means all the studies considered meet these criteria, let alone possible others.

Part three reports on the more limited study of the images and activities valued by social workers. Part four concludes the study through a complex argument relying on insufficiently explored concepts of power, appropriateness and accountability. This moves uneasily between the needs and the interests of a number of possible groups, so that it is not easy to see for what and to whom social workers ought to be accountable. Accountability is, at least in part, a practical notion and it is difficult to see why the authors are so disapproving of the case review system, which is one way of trying to make accountability in social work concrete. They believe it capable of misuse, but so is almost anything.

This is a book with very ambitious aims. It succeeds in drawing attention to some crucial aspects of the evaluation of social work. It distinguishes, for example, between evaluation at different points of contact between social worker and client, between appreciation of the benignness of the contact and appraisal of its problem-solving capacity. It is less helpful on the ways in which client opinion research should itself be evaluated and in helping the reader through the complexities of the socio-political context in which undoubtedly questions of evaluation have to be set – and answered.

Noel Timms

Noel Timms is professor of social policy at the University of Newcastle upon Tyne.

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Four readers at Heriot-Watt University have been promoted to personal professorships. They are (from left to right): Dr John Cowan, reader in civil engineering, who is now to be professor of engineering education. Dr John M. Ball reader in mathematics who now becomes professor of applied analysis, Dr Joseph Helszajn, part-time senior research fellow, to a professorship of microwave engineering, Dr Carl R. Pidgeon, reader in physics who is now to be professor of semiconductor physics.

Honorary degrees

Brunel

The following are to be awarded honorary degrees on July 17:

DSc: Mr R. H. Hunt Williams, former senior consultant urologist and former director of the Regional Paediatric Audiology Research Unit, Reading, Mr J. W. Wright, physicist, National Oceanic and Atmospheric Administration, USA.

D Tech: Dr A. A. L. Chalbo, chief scientist in the Department of Energy and former director of the Polymer Engineering Directorate of the SRC.

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Edinburgh

The following are to be awarded honorary degrees in July and November:

LlD: Sir Sol Linowitz, Chairman of the Board of Trustees of the Woodrow Wilson International Center for Scholars, Washington, DC; Professor Sir Hans Kornberg, Master of Christ's College, Cambridge; Professor Sir Alan Peacock, Professor of Economics, University of Buckingham; Professor Sir Kenneth Alexander, Principal and Vice-Chancellor, University of Stirling; Professor Sir Alexander Cairncross, Master of the University College, Oxford; Professor Sir Alan Cottrell, Master of Jesus College, Cambridge; Professor Sir Ronald Mason, Vice-Chancellor, University of Sussex; Professor Sir Peter Medawar, Director, National Institute for Medical Research, London; Professor Sir Nevill Mott, Cavendish Professor of Physics, University of Cambridge; Professor Sir Rudolf Peierls, Wykeham Professor of Physics, University of Oxford; Professor Sir Alan Peterkin, Vice-Chancellor, University of Queensland, Australia; Professor Sir Alan Wilson, Professor of Economics, University of Leeds; Professor Sir Geoffrey Wilkinson, Professor of Chemistry, Imperial College, London; Professor Sir Kenneth Wheare, Provost, Oriel College, Oxford; Professor Sir Alan Walters, Professor of Economics, Johns Hopkins University, Baltimore, USA; Professor Sir Alan Walker, Professor of Social Theory and Institutions, University of Lancaster; Professor Sir Alan Williams, Professor of Economics, University of York; Professor Sir Bernard Williams, Provost, King's College, Cambridge; Professor Sir Kenneth Wilson, Professor of Physics, Cornell University, USA; Professor Sir Christopher Zeeman, Professor of Mathematics, Oxford University.

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Surrey

The following are to be awarded honorary degrees in July and December:

DSc: Professor Lord Flowers, rector of Imperial College, London; Professor Sir Hermann Bondi, chief scientist, Department of Energy; Professor Sir Alan Cottrell, Master of Jesus College, Cambridge; Professor Sir Ronald Mason, Vice-Chancellor, University of Sussex; Professor Sir Peter Medawar, director, National Institute for Medical Research, London; Professor Sir Nevill Mott, Cavendish Professor of Physics, University of Cambridge; Professor Sir Rudolf Peierls, Wykeham Professor of Physics, University of Oxford; Professor Sir Alan Peterkin, Vice-Chancellor, University of Queensland, Australia; Professor Sir Alan Wilson, Professor of Economics, University of Leeds; Professor Sir Geoffrey Wilkinson, Professor of Chemistry, Imperial College, London; Professor Sir Kenneth Wheare, Provost, Oriel College, Oxford; Professor Sir Alan Walters, Professor of Economics, Johns Hopkins University, Baltimore, USA; Professor Sir Alan Walker, Professor of Social Theory and Institutions, University of Lancaster; Professor Sir Alan Williams, Professor of Economics, University of York; Professor Sir Bernard Williams, Provost, King's College, Cambridge; Professor Sir Kenneth Wilson, Professor of Physics, Cornell University, USA; Professor Sir Christopher Zeeman, Professor of Mathematics, Oxford University.

DUniv: Mr John Bolton, treasurer of the university and former chairman of the university council; Professor Sir David Evans, former chairman of the Advisory Committee of the University's Robens Institute of Industrial and Environmental Health and Safety. Mr John Maddox, writer and broadcaster and editor of *Nature*; Mr David Orr, chairman of Unilever and vice chairman of Unilever NV.

DUniv: Mr John Bolton, treasurer of the university and former chairman of the university council; Professor Sir David Evans, former chairman of the Advisory Committee of the University's Robens Institute of Industrial and Environmental Health and Safety. Mr John Maddox, writer and broadcaster and editor of *Nature*; Mr David Orr, chairman of Unilever and vice chairman of Unilever NV.

DLitt: Dr Dilys Darlton, retired schoolteacher and scholar.

Forthcoming Events

A workshop on small group teaching is to be held by the University of London's Teaching Methods Unit at the Institute of Education, Bedford Way, from June 21-23. The aim is to enable participants to discuss problems they have encountered in teaching and to experience and reflect upon different styles of interaction, organization and leadership within groups. Fee: £60. Details from the secretary, UTMU, 55 Gordon Square, London WC1.

* * *

Mr Timothy Raison, minister of state at the Home Office is to speak on "Computers and Privacy" at the first national conference and exhibition on "Computers in Personnel, being held from June 22-24" at the Royal Lancaster Hotel, London W1. The conference organized by the Institute of Manpower Studies and the Institute of Personnel Management covers a wide range of topics from the significance of computers to personnel to the birth of microcomputers and the use of computers in job evaluation. Details from Terry Page and Sue Beadle, Institute of Manpower Studies, Mantell Building, University of Sussex.

"Issues in the full time education of people aged 16-17 and examinations at 17-plus is the theme of a Coombe Lodge study conference being held from June 28 to July 2 at the Further Education Staff College, Blagdon, Bristol. It is aimed at advisers, heads of departments, course tutors and subject teachers. It will look at the main developments, problems and issues of curriculum development, staff development needs and student counselling. Fee: £82.50. Details from the Registrar and Clerk to the Governors at the college.

* * *

The twenty-third annual summer school in health physics (radiation protection) is to be held at Imperial College from June 28 to July 9. The course is designed primarily for graduates in engineering or medicine and aims to provide a broad background to the subject for newcomers to nuclear industry or for those whose work requires a basic knowledge of the subject. Fee: £300. Information from the course director, Dr H. D. Evans, senior lecturer in health physics, Imperial College, London.

* * *

Professor Eric Laithwaite of Imperial College is to speak on the future needs of users of scientific accommodation at Labdesign 82, an international conference on laboratory design and services to be held from June 22-24 in Church House, Great Smith Street, London SW1. Inquiries to the Symposium Organizer, Laboratory of the Government Chemist, Room 564A, Cornwall House, Stamford Street, London SE1.

Recent publications

What were the successes and failures of the first United Nations special session on disarmament in 1978 and what can we realistically expect from another which started this week. These are some of the questions considered in *Towards Disarmament* whose comprehensive introduction concentrates on the mechanics of arms control. The publication is designed primarily for use by teachers in secondary schools and in further education but it is also of interest to any group interested in international issues. (Published by the United World Trust, the educational wing of the National Peace Council, 29 Great James Street, London WC1N 3ES, £1.50 plus 25p for postage. A 15 per cent discount is available on the purchase of five or more copies).

* * *

Selecting the most suitable computer system is a difficult process which can be full of pitfalls. A new publication by the National Consumer Council, *Computer Benefits? – Guidelines for local information and advice centres* is designed to help those considering installing a computer system. It shows how computer based information can be used for the benefit of consumers as a whole but is particularly orientated towards those on social welfare. The authors Pennie Ottley of the Medical Research Council's applied psychology unit and Elaine Kempson, formerly a research officer on Community Information Project take a critical look at various computer systems, explain how they work and assess the potential uses of a computer in social welfare information network. (Copies from Community Information Project c/o Library Association, 7 Ridgemount Street, London WC1).

* * *

16–19 Education – Perspectives 8, is the latest Exeter University school of education series of publications on the education of this age group. Articles include the "McFarlane Review" by Ken Shaw, "Schools and Youth Unemployment: what should be done" by Jack Chambers, president of the National Union of Teachers and "Some Prerequisites for 16–19 Education" by Geoffrey Goodall, president of the Secondary Heads Association. (Available from the School of Education, Exeter University, St Luke's, Exeter, EX1 2LU, £1.30).

Open University programmes June 12 to June 18

Saturday June 12

BBC1
- 6.25 Contemporary issues in education. The Standards Debate Part 1 (E250, prog 21).
- 6.50 Curriculum design and development. A Policeman's Lot (E203, Prog 9).
- 7.15 Philosophical problems. Internal World (A315, prog 8).
- 7.40 Maths Fun from 1948 to the present: styles and social implications. Movement in Time and Space (A351: prog 6).
- 8.05* Man's religious quest. Easter Worship. The Greek Liturgy (AD398, prog 3).

BBC2
- 6.25 The nineteenth century novel and its legacy. Henry James and some Fellow Novelists (A312, prog 9).
- 6.50* Inquiry. Eisenstein – The Making of a Myth (U203, prog 11).
- 7.15* Introduction to pure mathematics Quadric Surfaces (M239, prog 16).
- 7.40 Twentieth century poetry W. B. Yeats "To Write for My Own Race" (A306, prog 9).
- 8.05 Maternal under stress Sure Off Shore 12) (U351, prog 10).
- 8.30* Arts foundation course The Ghost Metaphor (A101, prog 10).
- 8.55 Cognitive development, language and thinking from birth to adolescence. Design for Infants (E362, prog 4).
- 9.20 Conflict in the family. One Step at a Time (P253, prog 8).
- 9.45 Social work, community work and society. Advances (HE300, prog 7).
- 10.10* The earth: structure, composition and evolution. Lavas of Etna (S277, prog 7).
- 10.35* The Enlightenment. French Textile Volume – The Story of a Material (A204, prog 6).
- 11.00* Mathematical models and methods. Maths Methods. Newton's Third Law (MST204; prog 10).
- 11.25 Understanding space and time. Curiouser and Curiouser (M248; prog 5).
- 11.50 Social psychology. Man's Experience of the World (D303, prog 9).
- 12.15* Computing and computers. Computing in Community Health (M252; prog 3).
- 12.40 Quantum theory and atomic structure. Potential Barriers and Wells (SM351; prog 6).
- 13.05* Seventeenth century English: a changing culture 1603–1660. Architecture and Society 4. The Great Insurrection (A293; prog 8).
- 13.30 Curriculum in action, an approach to evaluation. What Did I Do? (P234; prog 5).
- 14.30* Language development. Living Language (T252; prog 9).
- 14.45* Instrumentation. Fourier Analysis and Transmission Response (T291; prog 6).

RADIO 3 (VHF)
- 6.55* Genetics. Wings and Things (S297; prog 8).
- 7.25* Pain 1 (P236). Medical Hazard (U351; prog 6).
- 8.35* Decision making in Britain. The Multi Nationals (D303; prog 12).
- 8.55 Science and belief: from Darwin to Einstein. Time and Space. Part 1 (A381; prog 9).
- 9.10* Arts foundation course. The Ghost Altarpiece (A101; prog 10)
- 9.35* Mathematics foundation course. Foundation Maths 3 (M101; prog 9).
- 22.20 Open Forum – 6)
- 23.40* Research methods in education and the social sciences. History of Research Institutes (DE300, prog 12).
- 24.00 The development of instruments and their music. The Achievement of the Classical Symphony (A304; prog 6).
- 00.20* Thought and reality, central themes in Wittgenstein's philosophy. Two Wittgensteins or One? (A462, prog 9)

Sunday June 13

BBC1
- 6.25 English urban history 1520–1780. Ceremony and the Citizen (A322, prog 5).
- 6.50 Conflict and stability in the development of modern Europe 1789–1970. Peasants Films as Propaganda (A206, prog 6).
- 7.15* Courses in Action, an approach to evaluation. What Did I Do? (P234; prog 5)
- 7.40 Earth Science. Modern geography Rural Land Use (D204; prog 9).
- 8.05 Colour engineering Roof Loces (T391; prog 7).
- 8.30 Decision making in British Government and Politics. Upper Class Shapebuilders (D303; prog 9).

BBC2
- 6.25* Biology, brain and behaviour. Planning in the Central Nervous System (SD356; prog 8).
- 6.50 Systems performance. Human factors and system failure. Systems Engineering (T0342; prog 9).
- 7.15 Biology. Coypu (S323; prog 13).
- 7.40 The nature of chemistry. Cyclohexane – The Beginning of Geometry (C305; prog 10).
- 8.05 Mechanics and applied calculus. Energy and the Conservation Laws (MST282; prog 8).
- 8.30* Social sciences foundation course. Power and Violence (D102; prog 17).
- 8.55 Mathematics foundation course. Taylor Polynomials (M101; prog 14).
- 9.20 Curriculum design and development. Design Issues in Teacher Education (E203; prog 13).
- 9.45 Physiology of cells and organisms. Prostaglandin Research (S331; prog 4).
- 10.10* Contemporary issues in education. Education Bulletin (C) (E200; prog 13).
- 10.35* Open University. Architecture and Society 4. The Great Insurrection (A293; prog 8).
- 11.00 An ageing population. Doctor-Patient Communication (P253; prog 10).
- 11.25 The nineteenth century novel and its legacy. Henry James and some Fellow Novelists (A312; prog 9).
- 11.50 Art in Italy 1480–1580. Cellini and the Decorative Arts (A352; prog 6).

RADIO 4 (VHF)
- 6.55 Popular culture. The History of Rock and Roll Part 1 (U203; prog 2).
- 7.15 Popular culture. The History of Rock and Roll Part 2 (U203; prog 2).
- 7.35 The Enlightenment. "Buffon – An Enlightenment Scientist" (A204; prog 17).

Monday June 14

BBC1
- 6.40 Revue: The Augustan Age. Architecture and Town Planning (A293; prog 5).
- 7.05 Mathematical models and methods. Maths Methods. Calculus of Approximation (MST204; prog 10).
- 7.30* Politics, people and administration. The M.P.'s Surgery (D336; prog 1).

BBC2
- 6.40* Mathematics foundation course. Taylor Polynomials (M101; prog 14).
- 7.05* Materials under stress, Sure Off Shore (2) (U351; prog 10).
- 7.30 Computer-based information systems. How to Send a Data Base Management System Work? (M352; prog 3).

RADIO 3 (VHF)
- 6.55 Partial differential equations of applied mathematics. Continuing the Class Study (M251) (prog 3).
- 8.10 Social psychology. Multiple Realities (D305; prog 9).
- 8.35* Social Politics. "The Role of Bureaucracy" (D233; prog 8).
- 23.20 Arts foundation course. The Houses of Parliament Competition (A101; prog 17).
- 23.40 Physiology of cells and organisms. Prostaglandin Research (S331; prog 4).
- 00.05 Oceanography. Chemical Cycles in the Ocean (S356; prog 8).
- 00.20 Political economy and taxation. The Economics of Intervention (D323; prog 4).

RADIO 4 (VHF)
- 23.50 Conflict and stability in the development of modern Europe c 1789–1970. The Great Inflation (A309; prog 9).
- 23.50 Mass communication and society. The Birth of Reggae (D333; prog 9).

Tuesday June 15

BBC1
- 6.40 Personality and learning. The Great Hoaxbuster (D301; prog 9).
- 7.05 Drama 879–356 BC. Ships and Seafaring (A292; prog 8).
- 7.30 Religious development. A Matter of Fact (P221; prog 3).
- 8.00 System engineering: the management of complexity. Managing the Unmanageable (TA351; prog 6).
- 7.05 Science foundation course. Alcohols Apart (S101; prog 10).
- 7.30 The earth's physical resources. Mining: A Case Study in Ireland Part II: Extraction (S266; prog 6).

RADIO 3 (VHF)
- 6.55* The development of instruments and their music. The Achievement of the Classical Symphony (A304; prog 9).
- 7.10 Contemporary issues in education. Education Bulletin (E) (E200; prog 13).
- 6.35 Mechanics and applied calculus. Work and Energy (MST282; prog 4).
- 23.30* The digital computer. Why Systems Software (M351 prog 8).
- 23.40* History of architecture and design 1890–1939. Pierre Chareau: Maison de Verre (A305; prog 15).

RADIO 4 (VHF)
- 23.20 Great Britain 1750–1950: sources and historiography. Victorian Novels as Historical Experience (A401; prog 9).
- 23.50 Biochemistry and molecular biology. Photosynthetic Electron Transport (S322; prog 8).

Wednesday June 16

BBC1
- 6.40* Photochemistry: light, chemical change and life. Vision (S341; prog 6).
- 7.05 Discovering music. Vibrations of Music (S271; prog 9).
- 7.30 Language and information. Diffraction in Action (ST291; prog 6).

BBC2
- 6.40 Introduction to pure mathematics. Space – Time Geometry (M203; prog 17).
- 7.05 Arts foundation course. The Natural History Museum, London (A101; prog 17).
- 7.30 An introduction to calculus. Behaviour of Functions (MS283; prog 9).
- 12.50 Governing Schools. The Meeting (P970; prog 2).
- 12.55 Energy in the Home. That's The Way The Money Goes (PST932; prog 1).

RADIO 3 (VHF)
- 6.55* Principles of chemical processes. Putting Chemistry to Work (ST294; prog 3).
- 6.15* Conflict and stability in the development of modern Europe c 1789–1970. The Great Inflation (A309; prog 9).
- 8.30* Law, communication and society. The Birth of Reggae (D333; prog 9).
- 00.40* The Enlightenment. "Buffon – An Enlightenment Scientist" (A204; prog 17).

RADIO 4 (VHF)
- 23.50* Modern art from 1848 to the present: styles and social implications. Theories of Art: 3) Bergson and the Futurists (A331; prog 9).
- 23.50 Trade unions and industrial democracy. Trade Unions and Industrial Democracy (D322; prog 9).

Thursday June 17

BBC1
- 6.40* Social psychology. Man's Experience of the World (D303; prog 9).
- 7.05* Systems performance. Human factors and system failure. Systems Engineering (TD342; prog 9).
- 7.30 Materials processing. Ring of Steel (T352; prog 9).

BBC2
- 6.40 Organic chemistry. Pure Organic Compounds (C323; prog 9).
- 7.05 Social sciences foundation course. Force and Violence (D102; prog 17).
- 7.30 Design and technology. Polymers: case studies in earth science. Geophysical Techniques (S335; prog 3).

RADIO 3 (VHF)
- 6.55 Revue: The Augustan Age. Tacitus on Tiberius (A293; prog 9).
- 8.10 Computing and computers (M252; prog 3).
- 8.35* Science foundation course. The Story of Dirt (S101; prog 10).
- 23.40 Art and craftsmanship. Different Views of One Object (TA320; prog 9).
- 24.00* The nineteenth century novel and its legacy. Henry James and some Fellow Novelists (A312; prog 9).
- 00.20 Arts religious course: 4. Jewish Missionary Movement (A101; prog 10).
- 00.40* Mathematical methods and models. Maths Methods. Differential Equations (MST204; prog 11).
- 00.40 Fundamentals of human geography. Rural Land Use (D204; prog 9).

RADIO 4 (VHF)
- 23.50 System engineering: the management of complexity. Managing the Unmanageable (TA351; prog 6).
- 23.50 East: A Problem Region? (D204; prog 6).
- 23.50 Environmental control and public health. Rights of the Individual (PT272; prog 8).

Friday June 18

BBC1
- 6.40* Control engineering. Root Locus (T391; prog 5).
- 7.05* Fundamentals of human geography. Rural Land Use (D204; prog 9).
- 7.30* Modern art from 1848 to the present: styles and social implications. Movement in Time and Space (A351; prog 6).

BBC2
- 6.40* Biology: form and function. Diabetes: Restoring the Balance (S202; prog 17).
- 7.05* Ecology. Coypu (S323; prog 13).
- 7.30* Quantum theory and atomic structure. Potential Barriers and Wells (SM351; prog 6).
- 24.00* Contemporary issues in education. The Standards Debate Part 1 (E250, prog 23).
- 00.25* Curriculum design and development. A Policeman's Lot (E203; prog 9).

RADIO 3 (VHF)
- 6.55* Curriculum design and development. Design Issues in Teacher Education (E203; prog 13).
- 6.15* An ageing population. Doctor-Patient Communication (P253; prog 10).
- 6.35* Art in Italy 1480–1580. Cellini and the Decorative Arts (A353; prog 6).
- 11.20 Geology. Looking at Limestones (S23-; prog 3).
- 23.40* The control of education in Britain. Grants – Effects on Control (E232; prog 3).
- 24.00* Great Britain 1750–1950: sources and historiography. Victorian Novels as Historical Experience (A401; prog 9).
- 00.20 OU Announcements/Music interlude.
- 00.40* History of architecture and design 1890–1939. Pierre Chareau: Maison de Verre (A305; prog 15).

* repeated programmes

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UCB The University College at Buckingham

CHAIR OF MODERN LANGUAGES

Applications are invited for appointment to the newly created Chair of Modern Languages, in the Language Centre, from 1st January, 1983. Applicants should be specialists in French or German, and have an interest in developing courses of a multi-disciplinary character. Modern Languages are taught at degree level and to non specialists. Salary reflecting qualifications and experience. UBS.

Further particulars and forms of application from The Academic Registrar, The University College at Buckingham, Buckingham, MK18 1EG, with whom applications should be lodged by 12th July, 1982.

UCB The University College at Buckingham

LECTURER IN ENGLISH AS A FOREIGN LANGUAGE

Applications are invited for a two year appointment in English as a Foreign Language.

Candidates must be qualified in EFL/ESL or Applied Linguistics, have experience in teaching overseas students at tertiary level and hold a first degree, preferably in Law.

Salary reflecting qualifications and experience. UBS.

Further particulars and forms of application from the Academic Registrar, The University College at Buckingham, Buckingham MK18 1EG, with whom applications should be lodged by 12th July, 1982.

UCB The University College at Buckingham

LECTURER IN ENGLISH LITERATURE

Applications are invited for a Lecturer in English Literature, from 1st January, 1983.

A special interest in other Renaissance or Victorian Literature would be an advantage.

Salary reflecting qualifications and experience. UBS.

Further particulars and forms of application from the Academic Registrar, The University College at Buckingham, Buckingham, MK18 1EG, with whom applications should be lodged by 12th July, 1982.

LONDON UNIVERSITY COLLEGE

FACULTY OF LAWS

Applications are invited for the post of Lecturer in Psychology from candidates with a good academic record in psychology. The post is tenable from 1st October 1982 for three years in the first instance with the possibility of extension.

Salary scale: £6070 – £10,180 per annum (under review) plus USS benefits.

Applications (6 copies) giving details of age, qualifications and experience, together with the names of three referees should be sent by 25 June 1982 to the Personnel Officer, The University of Hull, Hull HU6 7RX from whom further particulars may be obtained.

BIRMINGHAM

THE UNIVERSITY OF

FACULTY OF MEDICINE AND DENTISTRY

Department of Psychiatry

RESEARCH ASSOCIATE

Research Associate required for a Department of the Environment funded project on the effects of lead in children. The successful applicant will be required to test children using a number of psychometric instruments including the WPSSI and to rate videotapes of children's play and test behaviour.

The applicant should either have a first degree in psychology or a degree with some significant proportion of psychology in it and some experience in working with children would be an advantage. A clean driving licence is essential.

Salary will be on the scale Assistant Associate (£6,825 – £7,710 plus superannuation) according to age and experience.

Informal enquiries may be made to Mr F. O. Harvey (021-471 3588).

Applications (3 copies) with curriculum vitae and names of two referees should be sent to Assistant Registrar, The Medical School, Birmingham B15 2TJ, by 25 June 1982. Please quote ref. RA/Psyc/1182. M1

LONDON UNIVERSITY OF GOLDSMITHS' COLLEGE

Administrative Assistant (Catering and Residence)

Applications are invited for the post of Administrative Assistant in the office of the Controller of Catering and Residential Services. The duties include assisting the Controller in promoting vacation letting, in relation to universities work and general domestic administration relating to Halls of Residence & Refectories.

Graduate or equivalent professional qualifications. Relevant administrative/institutional management experience would be an advantage.

Salary on scale £4,963 x £174 x £192 increments to £7,638 per annum inclusive.

Write for further details to the Personnel Officer, University of London Goldsmiths' College, New Cross, London, SE14 6NW. Closing date for applications 25th June 1982. H1

LEEDS

THE UNIVERSITY OF

DEPARTMENT OF MANAGEMENT STUDIES

Applications are invited for two posts of Half-time Lecturer in the Management Department with skills in one or more of the following areas: Computation, Operational Research, Production, Finance or Management Consultancy.

The posts are available from 1 October 1982 for a fixed period of 3 years and they would be particularly suitable for senior executives who have a good formal academic background and training experience. Preference would be expected to contribute mainly to the part-time programme with some opportunities for developing exercises and will be required to undertake project supervision abroad.

Salary pro-rata on the scale for Lecturer: £6070 – £10,860 according to age, qualifications and experience.

Informal enquiries may be made to Professor J. Butterworth, Department of Management Studies (Telephone (0532) 431751 ext. 5343).

Application forms and further particulars may be obtained from the University Registrar, The University, Leeds LS2 9JT quoting reference number 3377. Closing date for applications 2 July 1982. H1

HULL

THE UNIVERSITY OF

DEPARTMENT OF ADULT EDUCATION

Applications are invited for the post of Lecturer in Psychology and Counselling to undertake part-time diploma and degree work. Applicants should have a first degree in psychology and a relevant professional qualification. Experience in counselling and teaching adults is desirable.

Salary on scale £6,070 – £10,180 per annum (under review) plus USS benefits.

Applications (6 copies) giving details of age, qualifications and experience, together with the names of three referees should be sent by 25 June 1982 to the Personnel Officer, The University of Hull, Hull HU6 7RX from whom further particulars may be obtained. H1

LONDON UNIVERSITY OF

INSTITUTE OF EDUCATION

DEPARTMENT OF ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

Requires a lecturer for a three-year appointment in the first instance.

The successful applicant will be expected to contribute to the general work of the Department in teacher education in TESOL, but more particularly to concentrate on teaching on the MA course and supervision of research students. Special interest in psycholinguistics in relation to language teaching would be an advantage.

Salary on the Lecturer scale £6,070–£13,560 (under review) plus London Allowance £1,035.

Further particulars and application forms available from Mary Griffin, Personnel Section, University of London Institute of Education, 20 Bedford Way, London WC1H 0AL quoting reference TL/ESOL.

Completed applications required by 28 June. H1

RONG KONG

UNIVERSITY OF

LECTURESHIP IN PUBLIC ADMINISTRATION

Applications are invited for the post of Lecturer in Public Administration in the Department of Political Science. The appointee would be involved in all aspects of the public administration work of the Department including in time the master's degree course taught entirely within the Department. There are opportunities for teaching and research.

Applicants should possess qualifications in some of the following areas: policy process and analysis, legal aspects of public administration, economic and financial issues in public administration. An interest in comparative public administration with special reference to South-East Asia would be a further qualification.

The successful candidate would be expected to assume duties in mid-October 1982, or as soon as possible thereafter.

Annual salary (superannuable) will be on the scale HK$103,440 – HK$120,360 (£7,350 – HK$10,320 approx.) per annum. Children's education allowances, leave and medical benefits are provided.

Further particulars and application forms may be obtained from the Association of Commonwealth Universities (Appts), 36 Gordon Square, London WC1H 0PF or from the Appointments Officer, University Secretary's Office, University of Hong Kong, Hong Kong. The closing date for applications is 1 July 1982. H1

JOHANNESBURG

UNIVERSITY OF THE WITWATERSRAND

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Applications are invited from suitably qualified persons, regardless of sex, race, colour or national origin, for appointment to the following posts.

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Applicants should be able to develop and teach courses in financial management in the Master of Business Administration, Higher Diploma in Personnel Management and Executive Programmes, and to stimulate and supervise post-graduate research.

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The appointee will be required to possess experience within the field of Project and/or Contract Management and will be responsible for the development of specialised courses within the MBA programme and to organise continuing education courses in this fields. In addition the duties include the servicing of some of the major committees of the College and academic, services and computerisation of Student Records.

Salary scale: £13,805–£15,170 plus £1,588 London Allowance.

Applications by 31 July 1982 to Registrar, University College London, Gower Street, London WC1E 6BT quoting reference 3377. Further details may be obtained. H1

LONDON

UNIVERSITY COLLEGE

DEPUTY REGISTRAR

Applications are invited for this post falling vacant upon the present incumbent's appointment as Registrar designate. In addition to deputising for the Registrar the duties include the servicing of some of the major committees of the College and academic services and computerisation of Student Records.

Salary scale: £13,805–£15,170 plus £1,588 London Allowance.

Applications by 31 July 1982 to Registrar, University College London, Gower Street, London WC1E 6BT quoting reference 3377. Further details may be obtained. H1

KENSINGTON

UNIVERSITY OF LONDON

QUEEN ELIZABETH COLLEGE

ADVISORY PROGRAMMER

Applications are invited from graduates for this post in the Computer Unit. The Advisory Programmer advises College users of computing services – both staff and students – about the facilities available locally and within the University of London Computer Centre (CUCC) and provides a local programming support. The main service is the CDC Cyber 170/750 and ICL 1906A/S, operating under VME/B and MAXIMOP respectively. Knowledge of FORTRAN and BASIC is essential and ALGOL 68 would be useful. Initial appointment will be on a Grade 1A scale (four points of £7,638 currently £6,180) according to qualifications and experience. London allowance of £1,035 in addition. Appointment is required as soon as possible though the possibility of appointing a person graduating this summer is not excluded.

Further details and application form from College Secretary, Queen Elizabeth College, Campden Hill Road, Kensington, London W8 7AH, tel: 01-937 5411 ext. 208. H1

MILTON KEYNES

THE OPEN UNIVERSITY

FACULTY OF SCIENCE

TEMPORARY LECTURER BIOTECHNOLOGY

The Open University is planning to prepare teaching materials in Biotechnology to be presented in the University's Education programmes. Applications are invited for a three-year post as Lecturer in the Biology Discipline at The Open University. The appointee will be required to work through correspondence texts and associated materials, radio and television programmes, home experiments kits and summer schools.

The person appointed will work in a period of the development of the Biotechnology Course Team(s), but also will have the opportunity to participate in the design, the evaluation of job-related materials suitable for Youth Opportunities Programmes.

Applicants should have a sound knowledge of the scientific and supporting mathematics assessment instruments satisfactory proficiency, familiarity with modern trends in research in this area, and a literate command of written English.

Salary on the 1A scale £6,638 rising to £7,638 per annum plus £1,033 London allowance.

Further details and application forms available from the Appointments Officer (quoting reference 3377), The Open University, Walton Hall, Milton Keynes MK7 6AA, or telephone Milton Keynes (0908) 653581; there is a 24 hour answering service on 653988. Closing date for applications: 29 June 1982. M1/S5644

LONDON

UNIVERSITY OF

BURSARIES FOR POTENTIAL MEDICAL STUDENTS

Applications are invited for a limited number of bursaries for potential medical students who are unable to satisfy the normal entrance requirements because they have not studied Science subjects to 'A' level.

The bursaries will take the form of maintenance grants to assist candidates to undertake in colleges of further education a year elsewhere courses of study leading to the above points from the A level examinations in the African or Caribbean syllabuses which will enable them to satisfy the University's entrance requirements.

Successful candidates will be given a basic salary while attending full-time courses at schools in Inner London additional on their passing A level examinations in specified subject(s) at acceptable grades.

Applications, together with full curriculum vitae should be sent to the Secretary, The Institute of Psychiatry, Denmark Hill, 103 Denmark Road, Room 16, Maudsley Hospital, Denmark Hill Street, London WC1E 7HU.

Bursaries will be restricted to candidates with either passes at high grades in non-science subjects at A level or good honours degrees in non-science subjects. H1

LONDON

UNIVERSITY OF

INSTITUTE OF PSYCHIATRY

RESEARCH OFFICER

Applications are invited for this post tenable for a fixed period of 3 years with the Biotechnology Course Team(s), but also will have the opportunity to participate in the design, the evaluation of job-related materials suitable for Youth Opportunities Programmes.

Applicants should have a sound knowledge of the scientific and supporting mathematics assessment instruments satisfactory proficiency, familiarity with modern trends in research in this area, and a literate command of written English.

Salary on the 1A scale £6,638 rising to £7,638 per annum plus £1,033 London allowance.

Further details and application forms available from the Appointments Officer (quoting reference 3377), The Open University, Walton Hall, Milton Keynes MK7 6AA, or telephone Milton Keynes (0908) 653581; there is a 24 hour answering service on 653988. Closing date for applications: 29 June 1982. M1/S5644

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Bursaries will be restricted to candidates with either passes at high grades in non-science subjects at A level or good honours degrees in non-science subjects. H1

Universities continued

LIVERPOOL
UNIVERSITY OF

Faculty of Law

Applications are invited for the post of Temporary Lecturer in the Faculty of Law, tenable for a period of two years from 1st September, 1982.

The initial salary will be within the range £6,070 – £6,880 per annum.

Whilst applicants with reporting in any field of law will be considered there is a particular need in the Faculty at the present time for teaching in the law of evidence. Applicants with expertise in other fields, however, should not be deterred from applying on that account.

Applications, together with the names of three referees, should be received not later than 6 September 1982 by the Registrar, University Offices, P.O. Box 147, Liverpool, L69 3BX from whom further particulars may be obtained. Quote Ref. By/7367/TIES R1

NEW ZEALAND
UNIVERSITY OF CANTERBURY

LECTURER IN FINE ARTS
(Six Positions)

Applications are invited from suitably qualified persons for six positions of Lecturer (Assistant Professor) in the School of Fine Arts.

The subject areas are: Art History, Painting and Drawing, Film, Graphic Design and Drawing, Painting and Drawing, Sculpture and Drawing.

The above vacancies have arisen, in part, through staff retirements and, in part, through the introduction of the Bachelor of Fine Arts degree.

Appointees will be expected to commence duties on 1 February 1983.

The salary for lecturers is in the range of New Zealand $23,660 to $25,684 per annum.

Conditions of Appointment may be obtained from the Association of Commonwealth Universities Appointments Office, 36 Gordon Square, London WC1H 0PF.

Further information may be obtained from Professor R. J. Simpson, Head of the School of Fine Arts, at the University.

Applications close with the Registrar, University of Canterbury, Private Bag, Christchurch, New Zealand, on 16 July 1982. R1

OXFORD
UNIVERSITY OF

DR LEE'S PROFESSORSHIP OF ANATOMY

The electors intend to proceed to an election to the Dr. Lee's professorship of Anatomy which falls vacant on 1 October 1982. The stipend of the professorship at present £19,700 per annum.

Applications (nine copies), naming three referees, but without testimonials, should be received not later than 6 September 1982 by the Registrar, University Offices, Wellington Square, Oxford, OX1 2JD, from whom further particulars may be obtained. R1

STRATHCLYDE
UNIVERSITY OF

DEPARTMENT OF ADMINISTRATION

POSTGRADUATE INSTITUTE COURSES IN ORGANIZATIONAL ANALYSIS

Postgraduate Diploma in Organizational Analysis. Postgraduate Diploma in Organizational Analysis (Public Studies).

MSc in Organizational Analysis. MSc in Organizational Analysis (Public Studies).

Applications are invited for the above courses. Both programmes are available on a part-time and full-time basis.

Inquiries and applications to: The Postgraduate Office, University of Strathclyde, Royal Exchange Building, 204 George Street, Glasgow G1 1XW. H1

STRATHCLYDE
UNIVERSITY OF

LECTURESHIP IN LASER PHYSICS

Applications are invited for the Burt and Stroud Research Lectureship in Laser Physics in the Department of Natural Philosophy. The appointee will be engaged in electronic, opto-electronic or laser engineering.

This is a newly created permanent staff position and it is envisaged that the appointee will work with Professor A. L. S. Smith in the areas of gas laser physics and infra-red kinetics.

Salary scale £6070: £12360 per annum with pleading on salary scale according to qualifications and experience. USS benefits.

Application forms and further particulars (quoting 16/82) may be obtained from the Academic Appointments Officer, University of Strathclyde, McCance Building, 16 Richmond Street, Glasgow G1 1XQ (from whom further information concerning the research programme may be obtained). Telephone Professor Smith (041 552 4400 Ext. 3271). R1

Fellowships

THE UNIVERSITY OF ASTON IN BIRMINGHAM

TEACHING FELLOWSHIP IN ELECTROPRODUCTION

The Electricity Council is currently sponsoring two Teaching Fellowships in Electroproduction, one each at the University of Cambridge and the University of Aston in Birmingham. The final Fellowship periods of five years are drawing to a close and a vacancy will occur at Aston University in time for a new Fellow to be in post during the academic year beginning September 1982.

The Fellowship period will be for five years and the aim will be to promote greater understanding of all electrical methods in manufacturing industry. The Fellow will be expected to spend about 60 per cent of his/her time with the University lecturing and demonstrating on undergraduate courses, initiating new courses and developing teaching material to illustrate these courses. Some of the material will be developed for use in wider contexts outside the University. The remaining 40 per cent of his/her time will be spent with the Electricity Supply Industry on work complementary to that in the University in maintaining close liaison with industry, other Universities and Polytechnics. Research programmes related to Electroheat and to the teaching of this subject also will be encouraged. Applications are invited from graduates and should combine practical experience in Electroheat with an interest in undergraduate teaching.

The appointment will be made on the Lecturer Scale £6,070 to £12,960 per annum.

Application forms and further particulars may be obtained from the Staff Officer (quote Ref: 801/156), University of Aston in Birmingham, Gosta Green, Birmingham B4 7ET. Telephone 021-359 3611, Ext. 201. Closing date for the receipt of applications is 30 June, 1982.

Polytechnics

ULSTER POLYTECHNIC
Faculty of Business and Management

LECTURER II/SENIOR LECTURER – FINANCIAL ACCOUNTING/PUBLIC SECTOR ACCOUNTING

(Fixed term appointment until 30 September, 1984)

A Lecturer II/Senior Lecturer is required to teach Financial and Public Sector Accounting on a number of degree and diploma courses.

Applicants should be ACA/ACCA/ACMA and/or have a business or public administration or accounting degree at honours level.

Faculty of Technology

LECTURER II/SENIOR LECTURER – MATERIALS SCIENCE
LECTURER II/SENIOR LECTURER – ARCHITECTURAL TECHNOLOGY
LECTURER II/SENIOR LECTURER – BUILDING TECHNOLOGY

(Fixed term appointments until 30 September, 1984)

Applications are invited from graduates or professionally qualified persons for these fixed term appointments in the School of Building.

LECTURER II/SENIOR LECTURER – MECHANICAL ENGINEERING (CONTROL SYSTEMS)

(Fixed term appointment until 30 September, 1984)

Applicants should be experienced in the field of control systems, should possess a relevant degree and have research or industrial experience.

Salary Scales: Senior Lecturer – £10,173–£11,964/£12,816 (Subject to confirmation) Lecturer II – £6,855–£11,022

The Polytechnic is a direct grant institution with an independent Board of Governors. It opened in 1971 and has a student population of some 7,950. It has extensive new purpose-built accommodation, including 830 residential places on the 114-acre campus overlooking the sea at Jordanstown, a pleasant and quiet residential area. There is a scheme of assistance with removal.

Further particulars and application forms which must be returned by 28th June, 1982 may be obtained by telephoning Whiteabbey (0231) 65131, Ext 2243 or by writing to:

The Establishment Officer, Ulster Polytechnic, Shore Road, Newtownabbey, Co Antrim BT37 0QB.

BRIGHTON POLYTECHNIC
Department of Business

READER IN BUSINESS STUDIES

£12,996–£14,238

The Department wishes to establish a programme of work related to the response times of commercial/industrial enterprises. Analytical work covering chains of supply, procurement policies, material flows within organisations, control systems applied to material flows (including computing systems) and delivery times would be relevant, as would comparative work on methodologies in use within Europe for the topics above.

Industrial experience would be a significant advantage, but research will be the prime consideration. It is expected that the candidate will be able to develop a funded research programme.

PRINCIPAL LECTURER (RESEARCH) PRODUCT INNOVATION

£11,298–£14,238

The post will include some lecturing but the emphasis will be on research and establishing a programme based on external funding. As one of the senior members of the Department it is expected that the appointment will lead to colleagues engaging in related research.

The applicant will be interested in one or more of:

product design, the manufacture or marketing of technologically advanced products, comparative studies in Europe and the effects on: Companies of significant changes in levels of technology applied to new products or manufacturing.

It is expected that candidates will have a higher degree and research or industrial experience at a level responsible for such work. Candidates must have an interest in improving industrially designed goods.

Further details and an application form may be obtained from the Deputy Head of Personnel, Brighton Polytechnic, Mouslecoomb, Brighton BN2 4AT. Tel: Brighton 693655 Ext. 2537. Closing date 28 June, 1982.

SUNDERLAND POLYTECHNIC
Faculty of Humanities
Department of Languages and Cultures

TEMPORARY LECTURER II IN FRENCH

Salary scale: £6,462–£9,624–£10,431 (under review)

Applications are invited from suitably qualified graduates in French Language and Literature for the post of Lecturer in French Studies available at present for two terms from 1 October, 1982.

Candidates should possess a fluent command of French and be able to make a particular contribution to 20th-Century literature and background studies (History, Politics, Institutions).

An application form and further particulars may be obtained from the Personnel Officer, Sunderland Polytechnic, Langham Tower, Ryhope Road, Sunderland SR2 7EE, or telephone Sunderland 76231, ext. 11. Closing date 16 June, 1982.

THAMES POLYTECHNIC
LONDON SE18

SECRETARY AND CLERK TO THE COURT OF GOVERNORS

Salary up to £18,759 inclusive (subject to review)

Applications are invited for this senior post which becomes vacant on 1 September, 1982.

The Secretary is a member of the Polytechnic Directorate and makes major contributions to general planning and policy. Specifically the Secretary is responsible for the direction of the administrative sections of the Polytechnic including the Finance Office, Registry, Staffing Office, Building Maintenance Section, Catering and Residence Services and Office Services. The Secretary's office provides the full range of services required by the Court of Governors, its Committees and its Working Parties as well as maintaining good communications with the ILEA as the grant aiding body.

The successful candidate will be a graduate and/or have appropriate professional qualifications as well as having extensive administrative experience, probably, but not necessarily in higher education.

Application form and further particulars may be obtained from the Staffing Officer, Thames Polytechnic, Wellington Street, London SE18 6PF or by telephoning 01-854 2030, Ext 209. Completed forms should be returned by 28th June, 1982.

SHEFFIELD CITY POLYTECHNIC
DEPARTMENT OF ENGLISH
Lecturer II in English Studies

Applications are invited for the post of lecturer to teach mainly on the BA Honours Degree in English Studies. Candidates should have a good first degree in English and preferably a higher degree. The successful candidate will be expected to make a contribution to the development and teaching of an innovative course which combines literary study with supporting courses in stylistics and practical experience of literary composition.

The lecturer appointed will teach mainly literature but will be expected to have some background in Linguistics.

Salary Scale: £6,462–£10,431.

Under current salary regulations and subject to satisfactory performance, the successful candidate can normally expect incremental progression to the Senior Lecturer Scale of which the present maximum salary is £12,141.

Application forms and further details can be obtained from the Personnel Officer, Sheffield City Polytechnic (Dept. THES), Halfords House, Fitzalan Square, Sheffield S1 2BB, or by telephoning Sheffield 20911, Ext. 387. Completed forms should be returned by 24th June.

Sheffield City Polytechnic is an Equal Opportunities Employer.

PLYMOUTH POLYTECHNIC

Plymouth Business School

READER

This is a new post created to develop and initiate research activity in the areas of Management and Business Studies.

The successful candidate will have a proven record of research in an area relevant to business and industry, be of high academic standing, and be capable of leading and encouraging research amongst an inter-disciplinary team of staff.

Application forms to be returned by Friday 25th June, 1982 can be obtained with further particulars from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA.

BRISTOL POLYTECHNIC

NURSING, HEALTH AND APPLIED SOCIAL STUDIES DEPARTMENT

PRINCIPAL LECTURER IN PSYCHOLOGY
Ref No L/19

The Polytechnic is seeking to appoint a Principal Lecturer in Psychology as soon as possible, preferably from 1 September 1982. Applicants should have a first degree and professional standing with a sound research record. The person appointed will be responsible for developing the psychology element of courses and for implementing and monitoring the organisation for the teaching of psychology in all departments.

Salary Scale: £11,298 – £12,951 (Under review)

For further details and an application form, to be returned by 25 June 1982, please contact the Personnel Office, Coldharbour Lane, Frenchay, Bristol, BS16 1QY. Telephone Bristol 656261 Ext 373.

Please quote Reference Number L/19 in all communications. H3

TEESSIDE POLYTECHNIC

DEPARTMENT OF BUSINESS AND PROFESSIONAL STUDIES

TEMPORARY LECTURER IN BUSINESS STUDIES

Further to the granting of maternity leave of a member of staff, applications are invited from graduates with relevant business experience for the vacancy mentioned above. Duration of contract for one year, employment to commence by 31 August 1982.

Salary Scale: from £6,462 to £10,431 p.a.

Further particulars and application form from the Personnel Section, Borough Road, Middlesbrough, Cleveland. Tel: Middlesbrough (0642) 218121, Extension 2114.

Closing date for applications: 18 June 1982. H3

OXFORD POLYTECHNIC

Department of Geology and Physical Sciences

Lecturer II/Senior Lecturer in Structural Geology (temporary for 2 years)

Required for 2 years from 1 September, 1982, to teach undergraduate courses in Structural Geology and Tectonics. The successful applicant will initiate and contribute to the teaching of mid-field courses, to play a full part in the Fieldwork Committee's organisation and to carry out research.

Salary Scale: Lecturer II £6,462–£8,814; Senior Lecturer £9,624–£11,964.

Application forms and further details from the Head of Department, Oxford Polytechnic, Headington, Oxford OX3 0BP.

Polytechnics continued

BRISTOL POLYTECHNIC

COMPUTER STUDIES & MATHEMATICS DEPARTMENT

Applications are invited to apply for the following posts, duties to commence on 1 September 1982 or as soon as possible thereafter.

Lecturer II/Senior Lecturer (2 Posts)

Successful applicants will participate in the general teaching of computing and systems analysis but with special interest in

Information Requirements Analysis – Ref No L41/16
Data Processing and Systems Design – Ref No L41/17

Applicants are required to demonstrate a strong research interest in their particular area. One of the posts may carry particular responsibility for the organisation of industrial placement for students on the BA in Systems Analysis.

Lecturer II/Senior Lecturer in Engineering Mathematics – Ref No L41/15

The successful applicant will be required to teach mathematics and related subjects on a variety of HNC and B.Sc courses in Engineering subjects, and also to undertake research/consultancy in an appropriate area of activity.

Salary Scale: L11 £6462 – £9624 (bar) – £10431 per annum; SL £9624 – £11964 per annum – £12816 (bar) – £13141 per annum

The appointment will be made on the appropriate scale according to relevant previous service/experience. (Progression from the L11 scale to the SL scale is in accordance with the provisions of the Burnham Further Education Report)

Temporary Lecturer I in Operational Research and Statistics – Ref No L41/14

This post is available for one year commencing 1 September 1982 to 31 August 1983 to replace a member of staff on sabbatical leave. The successful applicant will be required to participate in the teaching of Operations Research and Statistics to students on HND/Final Professional/Degree courses in a number of disciplines.

Salary Scale: £5034 – £6462 per annum

For further details and an application form to be returned by 25 June 1982, please contact the Personnel Office, Coldharbour Lane, Frenchay, Bristol, BS16 1QY. Telephone Bristol 656261 Ext 373.

Please quote appropriate Reference Numbers in all communications. H3

PRESTON POLYTECHNIC

School of Mathematics, Statistics and Computing

Applications are invited for

Lecturer II in Computing

Salary Scale (under review) £6462 – £10431

Candidates must have a degree in Computing Science or a related discipline and should be qualified to a higher qualification or have equivalent experience involving the design, implementation and maintenance of computing systems in a business environment.

Details and application forms, quoting reference AA/82, from the Personnel Officer, Polytechnic, Preston, PR1 2TQ. (Tel. 0772 263071). Closing date: 22nd June 1982. H3

Colleges of Technology

SURREY
EDUCATION COMMITTEE

NORTH EAST SURREY TECHNOLOGY

Required [illegible] from 1 September, or as soon as possible thereafter.

Lecturer II in Business Studies
(Ref. No. 82/BS/25)

Graduate with good honours degree in Business Studies or equivalent, preferably with professional qualifications and experience in Marketing and to be responsible for the development of the Department's Business Studies courses.

Salary: Principal Lecturer £11,298–£12,951 (under review). Senior Lecturer £9,624–£11,964. Lecturer II £6,462–£10,431 (under review).

Application forms and further particulars from the Staffing Officer, North East Surrey College of Technology, Reigate Road, Ewell, Surrey KT17 3DS. Telephone 01-394 1741, extension 22, to whom completed forms should be returned by Monday, 28th June, 1982.

DERBY LONSDALE COLLEGE OF HIGHER EDUCATION

RESEARCH ASSISTANTS (TWO POSTS)

(a) In the Division of Biology to work on the physiology and behaviour of insects;

(b) in the Division of Geology to work on a sedimentological investigation of Dinantian limestone complexes on the SW flanks of the Derbyshire carbonate platform.

Tenure of the posts is for three years. Candidates will be expected to possess a good honours degree in the relevant subjects and to register for a PhD.

Salary Scale currently – £3,798–£3,945–£4,066 (subject to review).

Application forms and further particulars from the Staffing Officer, Derby Lonsdale College of Higher Education, Kedleston Road, Derby DE3 1GB, telephone Derby 47181, extension 22, to whom completed forms should be returned by Monday, 28th June, 1982.

Colleges of Higher Education

Bolton Institute of Higher Education
DEPARTMENT OF CIVIL ENGINEERING AND BUILDING

Applications are invited for the post of:

Lecturer II/Senior Lecturer in Building

Applicants must hold appropriate academic or professional qualifications and have had relevant experience in Construction Management.

The person appointed will be required to teach Contract Administration and Management to students on Higher Diploma and Higher Certificate courses in Building. The ability to teach other subjects related to Building will be advantageous.

The appointment will be made at either Lecturer Grade II or Senior Lecturer level. The grade and point of entry to the scale will depend upon qualifications and experience. Previous teaching experience, although desirable, is not essential. Duties to commence on 1st September, 1982 or as soon as possible thereafter.

Potential applicants may telephone the Head of Department for an informal discussion (Bolton 28851, Ext. 209).

Salary scales:
Lecturer II: £6,855–£11,022
Senior Lecturer: £10,173–£12,816

Application forms and further details are obtainable from the Principal, Bolton Institute of Higher Education, Deans Road, Bolton BL3 5AB to whom completed application forms should be returned by Tuesday, 22nd June, 1982.

Bulmershe College of Higher Education

Applications are invited from suitably qualified people for the post of:

LECTURER II/SENIOR LECTURER IN THE EDUCATION OF CHILDREN WITH SPECIAL NEEDS

(Salary: £6,463–£12,141 (under review))

We are particularly interested in candidates with good qualifications in psychology and wide experience of teaching children with special needs.

The successful candidate will have major responsibility for teaching on the new Diploma in Professional Studies in Education (The Education of Children with Special Needs) validated by CNAA, and also in contributing to the other in-service and initial courses in teacher education offered by the College.

Further particulars and application forms may be obtained from the Deputy Principal, Bulmershe College of Higher Education, Woodlands Avenue, Earley, Reading RG6 1HY. Tel. Reading (0734) 663367, Ext. 226.

Completed forms to be returned by Monday 28th June, 1982.

Berkshire County Council is an equal opportunity employer.

Nene College Northampton

Required for September 1982

Lecturer I in Psychology

For details and application forms send s.a.e. to the Dean of the School of Education and Social Science, Nene College, Moulton Park, Northampton NN2 7AL or telephone Northampton (0604) 715000.

Closing date for completed applications is 25th June, 1982.

CAMBRIDGESHIRE
COLLEGE OF ARTS AND TECHNOLOGY

Lecturer in Management Studies

Required from 1st September, or as soon as possible thereafter, to teach general management subjects on various courses.

Candidates should have a degree and/or professional qualification and appropriate industrial/commercial experience. Teaching experience is desirable.

Salary scale £3034–£6538 (under review) starting point depending on qualifications and experience.

Details and form from Head of Department of Management and Business Studies, 6 Cambridge Cir, Cambridge CB1 2AJ (0223) Cambridge 65233. Closing date June 25th. H2

CHELTENHAM

THE COLLEGE OF ST. PAUL AND ST. MARY

Applications are invited from well qualified graduates with research experience for appointment from 1 September 1982 or 1 January 1983 as

Lecturer II/Senior Lecturer in Theology. Full time studies in the Christian Church of England College. A good honours degree in Theology or Religious Thought or Systematic Theology is preferred.

Further details and forms of application may be obtained from the Principal's Secretary, The College of St Paul and St Mary, Park, Cheltenham, Gloucestershire, GL50 2RH, telephone 0242 513230, to whom completed forms should be returned not later than 24 June 1982.

Colleges of Further Education

STRATHCLYDE REGIONAL COUNCIL
Department of Education
GLASGOW COLLEGE OF BUILDING AND PRINTING

Applications are invited for the post of

SENIOR LECTURER IN BUILDING SURVEYING

The holder of the post will be Course Leader to the existing diploma course, and will be expected to play a major role in developments leading to a degree course in this discipline. The post is graded Senior Lecturer A – £11,700–£14,740.

Applicants should be corporate members of RICS (Building Surveyors Division), and preferably also hold a degree or other appropriate qualifications. Experience in higher education in addition to a broad professional record is essential.

Application forms can be obtained from, and returned to the Principal, Glasgow College of Building and Printing, 60 North Hanover Street, Glasgow G1 2PP. Tel: 041-332 9969). Closing date is Monday, 26th July, 1982.

Edward Miller
Director of Education

STRATHCLYDE REGIONAL COUNCIL
Department of Education

Applications are invited for the post of

ASSISTANT PRINCIPAL

at Glasgow College of Building and Printing

This senior post is to assist the Principal and Depute Principal in the overall administration and direction of the college which has a present establishment of 190 full-time academic staff. The college offers a wide range of courses from degree to craft level for those in or entering the construction, printing and associated industries and professions.

Applicants should ideally have a basic discipline associated with some aspect of the college provision, together with experience in a full-time promoted post in further or higher education.

Salary scale – HOD Grade 16 – £17,847

Application form and further particulars can be obtained from, and returned to the Principal, Glasgow College of Building and Printing, 60 North Hanover Street, Glasgow G1 2BP. Tel: 041-322 9969). Closing date is Wednesday, 23rd June, 1982.

LONDON
INNER LONDON EDUCATION AUTHORITY

SOUTHWARK COLLEGE THE CUT LONDON SE1 8LE.

Owing to expansion of work with young people in Southwark, applications are invited for the following posts, to commence as soon as possible:

(1) SENIOR LECTURER to develop ENGLISH AS A SECOND LANGUAGE courses. Applicants should have appropriate professional qualifications and relevant experience in community-based ESL provision.

(2) SENIOR LECTURER in the Department of CREATIVE, VOCATIONAL AND LEISURE ARTS, to undertake co-ordination responsibilities for the service work of the department, with special reference to Fine Arts, Home Economics and Physical Education courses. Applicants should have appropriate professional qualifications and experience, and a strong interest in curriculum development, especially vocational preparation courses.

(3) LECTURER GRADE II to develop OFFICE TECHNOLOGY (including Word Processing), within the Business Studies Department. Applicants should have appropriate qualifications, relevant experience in commerce and be in further professional updating.

(4) LECTURER GRADE II to be responsible for VOCATIONAL SERVICES undertaken by the Department of Creative, Vocational and Leisure Arts (or courses related to other Departments, particularly in Vocational preparation and general education. Applicants should have appropriate professional qualifications and experience.

(5) LECTURER GRADE II to join the teaching team undertaking courses for ESSENTIAL SKILLS LEARNERS, both full-time and link. Applicants should have professional qualifications and significant experience of teaching the mentally handicapped.

(6) LECTURER GRADE I to teach RETAIL DISTRIBUTION and associated course modules within a variety of Business Studies and vocational preparation courses (YOP courses). Applicants should have professional qualifications and relevant experience, preferably both in retailing and in further education.

(7) LECTURER GRADE I to teach TECHNICIAN STUDIES in the context of TEC courses now designed to introduce school leavers to a variety of possible occupations within science and engineering. Applicants should have qualifications and experience in industry and education.

Salary scales: Senior Lecturer on an incremental scale within the range £9,624 – £11,964 (plus £759 Inner London Allowance) starting point according to qualifications, training and experience.

Salary scales: Lecturer Grade II on an incremental scale within the range £6,462 – £10,431 (plus £759 Inner London Allowance) starting point according to qualifications, training and experience.

Salary scales: Lecturer Grade I on an incremental scale within the range £9,624 – £11,964 (plus £759 Inner London Allowance) starting point dependent on qualifications and experience.

Further details and application forms obtainable from Personnel Services (Teaching Staff), 20 Stockwell Street, Glasgow G1 4RX, to be returned by 25th June, 1982. H7

LONDON
Inner London Education Authority

HAMMERSMITH AND WEST LONDON COLLEGE
Gliddon Road, Barons Court, London W14 9BL

Head of Department Grade IV – Business Studies

Applications are invited for the post of Head of Department – Grade IV – commencing from 1 September 1982.

The successful applicant would assume responsibility for the BEC Courses at all levels. He would also join a team of four Heads of Department responsible for a wide range of Secretarial, Clerical, BEC and Professional Courses.

Applicants should be suitably qualified and should preferably have industrial and commercial experience. An understanding of the application of computers to business studies would be an advantage.

Salary Scale – Head of Department IV £14,784 – £14,331 (plus £759 Inner London Allowance). Subject to formal approval.

Assistance may be given towards household removal expenses. Further particulars and application form, returnable within 7 days from the Deputy Principal, 351 Goldhawk Road, London W12 8SG. Tel: 01-743 1020 (Ext. 2611). H7

LONDON
INNER LONDON EDUCATION AUTHORITY

SOUTH WEST LONDON

Professional Accountancy Studies Department

Required as soon as possible

Principal Lecturer – A Professionally qualified accountant to teach taxation and financial accountancy to the standards required by the syllabuses of the professional bodies. Industry will be helpful to candidates willing to offer taxation at all levels.

Salary Scale: Principal Lecturer – £11,298 – £12,951 (plus £759 Inner London Allowance). Subject to formal approval.

Application forms and further particulars from the Administrative Officer (Staffing) to be returned within two weeks from date of the advertisement. H7

Holidays and Accommodation

DEVON AND DORSET. Luxury self-catering cottages to let from £70 per week. Tel: Colyton 52761. H25

LOT VALLEY. Furnished lakes. University/College/School teachers 10% their names in summer. £50–£100 per week. Tel. 03383 [illegible]. H25

Colleges of Art

SURREY
COUNTY COUNCIL

West Surrey College of Art and Design, Farnham.

Department of Textiles (B.A. Honours Course)

Lecturer II in Printed Textiles (0.5 fractional post)

Applications are invited for this post which will be available from 1st September 1982.

Salary £3938 – £5216 plus £107 Surrey Allowance.

Further particulars and forms of application which should be returned within three weeks of the appearance of this advertisement may be obtained from The Chief Administrative Officer, West Surrey College of Art and Design, The Hart, Farnham, Surrey. H6

LONDON
INNER LONDON EDUCATION AUTHORITY

CENTRAL SCHOOL OF ART AND DESIGN
Southampton Row, London, WC1B 4AP.
Telephone 01-405 1825

HEAD OF LIBERAL STUDIES DEPARTMENT (GRADE III)

Applications are invited for this key post, vacant from September, from mutually qualified persons interested in developing the concept of a liberal education in the field of degree courses in Art and Design. An interest in research, a capacity for initiating new courses and considerable administrative skills are essential.

Salary scale in accordance with Burnham (FE) £7,161 – £13,305 plus £750 Inner London allowance.

Application forms and further details are available from the Registrar, to whom they should be returned by 25.6.82.

This is a re-advertisement; original applicants will be reconsidered automatically. H9

Administration

ilea Inner London Education Authority

Deputy Education Officers

3 Posts

Salary: £24,519 – £27,120
(including London Weighting)

The Authority now seeks to fill these Chief Officer posts. The Deputy Education Officers will be directly *responsible to the Education Officer for the efficient* administration of the Authority's service. These posts call for relevant experience in education administration at the highest level, and the ability to contribute across the whole education service.

The three posts are:

Deputy Education Officer (Schools) responsible for nursery, primary, secondary and special education;

Deputy Education Officer (FHE/CEC) responsible for further and higher education, for youth and adult education and the careers service;

Deputy Education Officer (Resources) responsible for the budget (in association with the Director of Finance), the building and maintenance programmes, non-teaching staff and a wide range of supporting services.

The precise allocation of responsibilities, including the Authority's programme on equal opportunities, will be subject to review.

Further information on these posts may be obtained by contacting Mrs M.I. Stockley on 01-633 3387.

Application forms for these posts (together with job descriptions) may be obtained from the Education Officer, (Ref: EO/Estab 1b) County Hall, London SE1 7PB. Completed forms, indicating which post(s) are being applied for, should be returned no later than Friday 25 June 1982.

ILEA is an equal opportunities employer

ilea Inner London Education Authority

Assistant Education Officer

(Teaching Staff)

Salary £20,247-£21,855
(Including London Weighting)

The Authority now seeks to fill this senior post at third tier level. The Assistant Education Officer (Teaching Staff) will be responsible to the Deputy Education Officer (Schools) for the management of all matters related to the employment of teachers in schools within the Authority. The post calls for relevant experience in education administration at a senior level.

Further information on the post may be obtained by contacting Mr. C.J. Storr on 01-633 3310.

Application forms and full details of the post are available from the Education Officer (Ref: EO/Estab 1b), County Hall, London SE1 7PB (01-633 8148) to whom completed forms should be returned by 25 June 1982.

ILEA is an equal opportunities employer.

LONDON
PRE-RETIREMENT ASSOCIATION OF GREAT BRITAIN AND NORTHERN IRELAND

EDUCATION OFFICER

To be responsible for setting up and directing a new Educational Development Group, under an initial three-years grant from the Department of Education and Science, to promote nationwide the extension and improvement of pre-retirement education. London-based; salary c.£15,000 p.a. Please write immediately for further particulars to: The Director, PRA, 9 Undine Street, London SW17 8PP. H11

Personal

IMMEDIATE ADVANCES £100 to £20,000. Written terms on request. Regional Trust Ltd., 31 Dover Street, Piccadilly, London W1A 4BY. Phone 01-491 2934 or 499 3416. L000

Librarians

WEST MIDLAND COLLEGE OF HIGHER EDUCATION

Principal Assistant Librarian

£7,371–£7,875 p.a.

To act as Assistant to the Head of Department, to play a major role in ensuring efficient support for college research and in reviewing library procedures. Experience in organising and managing library staff and systems, preferably in higher education, is required. Applicants should have knowledge of computer aided systems and should be graduate Chartered Librarians.

Further particulars, job description and application form available from Personnel and Management Services Unit, Civic Centre, Walsall WS1 1TP. Telephone Walsall 21244, ext. 2064/2083.

Closing date: 25th June, 1982.

Walsall
an equal opportunity employer
WALSALL METROPOLITAN BOROUGH

Research and Studentships

RESEARCH FELLOWSHIP: DESIGN MANAGEMENT DEVELOPMENT PROJECT
(Jointly funded by the Council for Industrial Academic Awards, the Department of Industry and the design Council)

Applications are invited for the above post which is offered on either a secondment basis or a fixed-term contractual basis for one year, ideally from 1st November, 1982.

The Research Fellow will carry out a study of basic industrial and educational practice in the management of design and its implications for business and management education at postgraduate and undergraduate level.

Candidates for the post should have experience in business or management teaching in the maintained sector of higher education, and preferably recent industrial experience, and facility in applied research. The salary will be within the Burnham scale for Principal Lecturers viz £12,057–£14,697 p.a. (under review) inclusive of London Weighting. It is not envisaged that the appointment will necessarily be based in London.

Further particulars may be obtained from: Assistant Secretary (Personnel), CNAA, 344–354 Grey's Inn Road, London WC1X 8BP. Tel: 01-278 4411, to whom applications giving details of qualifications and experience and the names and addresses of two referees should be submitted by 15th July 1982. Interviews will be held in London in mid-September 1982.

Anglian Regional Management Centre
Danbury Park
Chelmsford, Essex

Research Fellow

Required for an initial 12 months period to work with the Reader in Innovation Studies on the discontinuance of Technological innovation. Good degree in psychology essential, higher degree preferred. Knowledge of statistics and interviewing skills an advantage.

Salary: £6,462* *pay award pending.

For further details and an application form please contact the Polytechnic Personnel Office, North East London Polytechnic, Asia House, 156/164 High Road, Chadwell Heath, Romford, Essex. Telephone 01-590 7733. Quoting Reference No. RJB/214. Closing date 28 June, 1982.

ARMC
NORTH EAST LONDON POLYTECHNIC
ESSEX COUNTY COUNCIL

LANCASTER
THE UNIVERSITY OF
LIBERAL STUDIES IN SCIENCE

Postdoctoral Research Assistants

Applications are invited for two Research Assistantships:

1 To work with Dr Roger Smith and Dr Brian Wynne on the technical/scientific, social and industrial decisions and legal frameworks. Backgrounds in Law, Industrial Organisation, Social Science or Science Studies would be appropriate. The appointment will be for 2 years on salary scale Research Range 1A. The person appointed will be placed on Point 2 of this scale.

2 To work with Dr Robert Fox on "The relationship between scientific education and research and industrial performance in Europe since c1850". Backgrounds in modern European History or the History and Sociology of Science and Technology would be appropriate, and a working knowledge of at least one European language would be advantageous. The appointment will be for one year on salary scale Research Range 1A. The person appointed will be placed on Point 2 of this scale.

Both appointments will commence on 1st October 1982. Application for both posts will be accepted.

Further particulars may be obtained (quoting reference LSS4/B) from the Personnel Officer, Bell Building, University House, Lancaster LA1 4YW, to whom applications (five copies), naming three referees, should be sent not later than 7 July 1982. H10

PAISLEY
COLLEGE

DEPARTMENT OF ECONOMICS AND MANAGEMENT

POSTGRADUATE STUDENTSHIP

Applications invited for RESEARCH STUDENTSHIPS in the field of Business Economics to commence October 1982. Applicants should hold or expect to obtain a good honours degree in Economics or Business Economics and will be expected to register for a higher degree (either M.Phil/Ph.D). Research interests should include aspects of industrial economics, finance, small firms, multinationals and technological innovation.

Application forms and further particulars from Professor J. Binns, Department of Economics and Management, Paisley College, PA1 2BE (Tel: 041-887 1241 Ext 3611).

Closing date 16 June 1982. H10

POLYTECHNIC OF THE SOUTH BANK
Borough Road, SE1
01-928 8989

Department of Managerial, Economic and Industrial Studies

RESEARCH FELLOWSHIP FOR ONE YEAR

Problems of industrial strategy posed by the work of the Sector Working Parties since their establishment in 1975: A five year evaluation

The project is funded by the Leverhulme Trust and will be directed by Dr. Sam Aaronovitch. The fellowship is for one year but if the work goes well, the possibility for an extension exists.

The salary as at April 1982 will be £7,521 (under review) inclusive of London Weighting. The candidate might well be a graduate in economics and or industrial relations and have already shown interest in problems of industrial strategy and those posed by Labour politics.

Those interested are asked to make preliminary contact with Dr. Aaronovitch at the South Bank Polytechnic or at his home (01-272 3286).

It would be desirable if the post could be taken up in September 1982.

Personal

IMMEDIATE ADVANCES £100 to £20,000. Written terms on request. Regional Trust Ltd., 31 Dover Street, Piccadilly, London W1A 4BY. Phone 01-491 2934 or 499 3416. L000

Researcher

We require a Researcher to work on a series of lectures on the History of Britain, made by the feature department for Channel Four.

The Researcher will provide background information for the presentor, will help sub-edit the talks, as required, and will locate visual material suitable to illustrate each lecture.

A degree in British History and experience in publishing or television is essential.

Please write with full CV to Helen Auty, Staff Officer, London Weekend Television, South Bank Television Centre, Kent House, Upper Ground, London SE1 9LT.

An equal opportunities employer

LWT
London Weekend Television

THE OPEN UNIVERSITY
FACULTY OF TECHNOLOGY
SYSTEMS GROUP

Temporary Academic Posts

Vacancies exist for four short-term (six months) posts to assist with research and with preparation of new courses on a systems approach to complex organisational problems. Posts of temporary lecturer and research fellow are available, from 1st July, 1982.

The salary will be on the lecturer or research fellow scale as appropriate.

Further particulars and an application form are available from Mrs. S. McBrearty (4382/1), Faculty of Technology, The Open University, Walton Hall, Milton Keynes MK7 6AA, or telephone Milton Keynes (0908) 653941: there is a 24-hour answering service on Milton Keynes (0908) 653868.

Closing date for applications: 25th June.

CANTERBURY COLLEGE OF ART

CHIEF ADMINISTRATIVE OFFICER

£7,371 – £7,875

Commencing August, to be responsible for the central overall administration of the College, which provides BA (Honours) Degree Courses in Fine Art, Graphic Design and Architecture, a Foundation Course and courses in Fashion, Clothing and Textiles and Graphics Design.

Experience of college and/or LEA education administration and computerised administrative systems will be an advantage.

Further details and application form returnable by 25th June, from the Principal at the College, New Dover Road, Canterbury, CT1 3AN. (SAE please).

KENT COUNTY COUNCIL

Research & Studentships cont.

NEWCASTLE UPON TYNE
UNIVERSITY OF
MARINE TECHNOLOGY

RESEARCH ASSOCIATE

Applications are invited from suitably qualified graduate engineers with experience in hydro- or aerodynamics, for a Research Associateship on the Marine Technology Research Programme at the Newcastle Centre. This research programme is jointly funded by the Marine Technology Directorate of the Science and Engineering Research Council and British Shipbuilders and the vacancy is a temporary one for 2 years. The work will study to review developments in aerofoil section shapes and the possible application of new sections to marine propeller blades.

The post is based in the Department of Naval Architecture and Shipbuilding.

The starting date is 1st September 1982 but this can be negotiated. Salary will be at an appropriate point on the Research Assistant scale: £6,070 – £10,578 per annum, according to age, qualifications and experience.

Further particulars may be obtained from the Deputy Registrar (F.P.), The University, 6 Kensington Terrace, Newcastle upon Tyne, NE1 7RU, with whom applications (8 copies) together with the names and addresses of 3 referees, should be lodged not later than 2nd July 1982. Please quote reference TREB H10

Conferences & Seminars

THE FUTURE OF EUROPEAN BROADCASTING

Can public service broadcasting survive the new technologies?

AN INTERNATIONAL CONFERENCE
LOUGHBOROUGH UNIVERSITY
16 AND 17 SEPTEMBER, 1982

For further details write to:
Conference Organiser, Dept. of European Studies, Loughborough University, Loughborough, Leics LE11 3TU
G.B. Tel: (0509) 63171

Courses

SENIOR LECTURER 'A' IN SOCIAL WORK

Post Ref: 82/13
£11,700 – £12,987 (Bar) – £14,748

Applications are invited from qualified social workers with experience of teaching social work to lead an enthusiastic and experienced team currently running a post graduate course and a three year course for mature entrants. The successful applicant would also be required to develop research and post qualifying courses. The College is a small polytechnic type institution, located in the West End of Glasgow. It offers CNAA degree courses and other professional post-graduate qualifications.

Informal enquiries to Mr. Graham Tweddle, Head of Department of Social Science and Communications, or a member of social work staff.

Application forms and further particulars are available from: The Secretary and Treasurer (Staffing), at the address given below, and should be returned by Monday, 21st June, 1982.

THE QUEEN'S COLLEGE GLASGOW
1 Park Drive, Glasgow. G3 6LP.
Tel: 041-334 8141.
A Scottish Central Institution.

THE OPEN UNIVERSITY

Part-time Higher Degree Advanced Educational and Social Research Methods

Applications are invited for a two year, part-time external course leading to the Open University higher degree of Bachelor of Philosophy. The course covers the main lines of educational and social research methods and their philosophical basis, and aims, by direct teaching, project work and a dissertation to equip students to analyse and report on research data, criticise published educational and social research data and to develop further lines of research.

The course is open to applicants in any part of the United Kingdom. In the first year, students will follow the taught element of the course, including correspondence texts, TV and radio programmes, computer programmes and optional tutorials and will study a number of set books from one option from a range of social science and education disciplines. In the second year, students will complete the study of set texts and will undertake a supervised dissertation.

Applicants should normally have at least an upper second class honours degree in, or including, education or the social sciences. Application forms and further particulars are available from the Higher Degrees Office, The Open University (TB/2) PO Box 49, Milton Keynes MK7 6AD. Telephone: Milton Keynes (0908) 653806, please quote reference. The closing date for applications is 2nd July, 1982.

ABERDEEN
ROBERT GORDON'S INSTITUTE OF TECHNOLOGY

SCHOOL OF SOCIAL STUDIES

LECTURER IN PUBLIC ADMINISTRATION

for BA courses in Public Administration and in Public Administration and Applied Social Studies.

Good Honours degree and higher degree in Government and Politics or Public Administration or equivalent required.

Salary range £7,956–£12,567 per annum.

Assistance with removal expenses.

Further details from Secretary, Robert Gordon's Institute of Technology, Schoolhill, Aberdeen AB9 1FR. (0224 45921).

Closing date for applications 2nd July, 1982. H31

LONDON

ROYAL COLLEGE OF ART/VICTORIA AND ALBERT MUSEUM

Applications are invited for places on a new two-year Master of Arts course in Design and Decorative Art: History and Technique – jointly taught and administered by the Department of Cultural History, Royal College of Art and the Education Section, Victoria and Albert Museum.

Application forms and further details available from the Registrar, Royal College of Art, Kensington Gore, London SW7 2EU. Closing date: 30 June 1982.

Some bursaries are available for suitably qualified candidates. H31

LONDON
INTERNATIONAL UNIVERSITY

situated opposite Waterloo Station

required to start on 14 June, 1982

REGISTRAR FOR EVENING COURSES

Four evenings a week, 6 p.m. to 8.30 p.m. typing and organisational abilities essential. Salary negotiable. 4 weeks holidays p.a.

To apply, please write with C.V. and reference to Mrs. Ballestor, Schiller International University, 51 Waterloo Road, London SE1 8TX. H31

WARWICK
UNIVERSITY OF

TEMPORARY LECTURESHIP IN MATHEMATICAL EDUCATION

Applications are invited for a temporary lectureship in the Department of Science Education, to take a leading role in In-Service Courses for First and Middle School Teachers and with B.Ed. and P.G.C.E. students training to teach in the 5–13 age range. The post would be particularly attractive to a Primary School Teacher/College Lecturer with a strong mathematical background and considerable experience and interest in working with younger children. Salary on the Lecturer Scale, £6,070 – £12,860 p.a. (under review), starting point according to age, qualifications and experience. Appointment is available for three years from 1st October 1982, or a later date to be agreed with the successful candidate.

Application forms and further particulars from the Academic Registrar, University of Warwick, Coventry CV4 7AL, quoting Ref. No. 43/3A/82/L.

Closing date for receipt of applications is 2nd July, 1982. H31

Overseas

HONGKONG POLYTECHNIC

Applications are invited for the following posts, tenable from September, 1982:

PRINCIPAL LECTURERS/ SENIOR LECTURERS IN DEPARTMENT OF BUILDING & SURVEYING

(HK$175,860–HK$248,220 pa
or
HK$145,860–HK$208,860 pa)

Principal Lecturers in Building Surveying and Principal Lecturers/Senior Lecturers in quantity Surveying: applicants should be Corporate Members of the Royal Institution of Chartered Surveyors or the Institute of Quantity Surveyors or the Chartered Institute of Building, preferably with an advanced cognate qualification, with substantial teaching and administrative experience in a tertiary educational institution, extensive professional experience and familiarity with the educational requirements of the RICS or IQS or CIOB and CNAA.

SENIOR LECTURERS IN DEPARTMENT OF MECHANICAL & MARINE ENGINEERING

(HK$145,860–HK$206,860 pa)

Senior Lecturers in Thermodynamics including Heat & Mass Transfer & Air-conditioning; and Dynamics of Machines: applicants should have a recognised degree in mechanical engineering, with specialisation in one of the above fields and substantial industrial and/or teaching experience up to degree level. Research experience would be an advantage.

PRINCIPAL LECTURER IN SWIRE SCHOOL OF DESIGN

(HK$175,860–HK$248,220 pa)

Principal Lecturer for Diploma Course: applicants should have a recognised degree in design or art education, and substantial relevant professional and teaching experience. The successful candidate is expected to teach a variety of foundation subjects and to co-ordinate academic matters and plan syllabuses for a two-year Diploma course which feeds five Higher Diploma specialisms offered by the School, i.e. product, graphic, interior, fashion and textiles design. It is desirable that candidates should be blessed towards three-dimensional design and have practised as product designers.

Exchange Rate: £1 = HK$10.34 on 3.6.1982.

Appointment will be on two-year gratuity-bearing contract terms initially. Thereafter suitable appointees may be offered further contracts or superannuable terms of service at the discretion of the Polytechnic. Benefits include long leave; subsidised accommodation for overseas appointees and local appointees on a salary of HK$11,530 pm or above; medical and dental benefits; children's education allowance and a terminal gratuity of 25% of basic salary received over entire contract period.

Further information and application forms are obtainable from the Hong Kong Government Office, 6 Grafton Street, London W1X 3LB, UK. Completed application forms should be returned to the same office by 28th June, 1982.

NURSE EDUCATION DEVELOPMENT COMMITTEE
NEW ENGLAND REGION
New South Wales, Australia

CO-ORDINATOR OF NURSE EDUCATION

Applications are invited for the position of Co-ordinator of Nurse Education, located at the Armidale College of Advanced Education.

The person appointed to this new position will be a member of the Nurse Education Development Committee, New England Region and will be responsible to it for the development and oversight of a cooperative nurse education programme involving the Tamworth Base Hospital and the Armidale & New England Hospital in conjunction with the Armidale College of Advanced Education.

Qualifications
Registration in New South Wales as a general nurse, or eligibility for registration; tertiary qualifications equivalent to a Master's degree.

Salary
In the range Aust. $28,127–$30,118, equivalent to Senior Lecturer II level.

Term of Appointment
3–5 years.

Further information from the Chairman, Nurse Education Development Committee, New England Region.
Applications, including names and addresses of two referees to:
Chairman, Nurse Education Development Committee, New England Region, C/o Armidale College of Advanced Education, Armidale, NSW 2350, Australia.
Closing date for applications:
18th July, 1982.

UNIVERSITY COLLEGE OF BAHRAIN

University College of Arts, Science and Education invites applications from elementary teacher educators.

Applicants must have experience as class-teachers and as trainers of class-teachers. Those whose experience is limited to the training of subject teachers need not apply.

The medium of instruction is Arabic.

Applicants must have a Ph.D. and experience in a recognized university. Full or Associate Professors must show evidence of research and publications.

Salary scales (One Bahrain Dinar = Sterling Pounds 1.45, US$2.85 approx.):
Professor BD10,800 × 9 to 16,200
Associate Professor BD9,000 × 9 to 11,700
Assistant Professor BD7,800 × 9 to 10,500

Benefits and allowances include free, furnished, air-conditioned living quarters; full range of medical and health services; substantial educational allowances for up to 3 children; extra month's salary for each year of service; air tickets to and from Bahrain each year for family; two months' paid summer vacation; allowance for shipment of personal effects at beginning and end of appointment, etc.

Bahrain has no income tax.

Contracts are for two years, renewable.

Candidates should apply in writing, immediately, to The Acting Rector, University College of Bahrain, P.O. Box 1082, Manama, Bahrain, Arabian Gulf, enclosing a full c.v. and a summary in English. Applicants should also ask three referees to write on their behalf directly to The Acting Rector.

Applications should be received at the College by 30th June, 1982.

AUSTRALIA
LINCOLN INSTITUTE OF HEALTH SCIENCES

LECTURER IN PODIATRY

Applications are invited for the above post from persons with qualifications, teaching experience and research interests in areas involves teaching at all aspects of the clinical curriculum, local anaesthesia and related techniques, administrative responsibilities including those of third year co-ordinator. The successful applicant will be required to undertake continuing education programmes and be active in research projects. post-graduate studies are keenly encouraged. The school is of modern design and equipped with the latest facilities for teaching and research projects and av equipment. Computing facilities and appropriate software are available. In addition to a variety of clinical aids, the appointment will be offered on a continuing basis.

Salary range: $A24,634–$A27,535 (under review) plus superannuation. Initial appointment would be at a level commensurate with qualifications and experience. Assistance with removal expenses; the Institute will assist in relocation of successful applicants from overseas. Applications in writing, including curriculum vitae, the names of two professional referees, to Assistant Registrar, Lincoln Institute of Health Sciences, 625 Swanston Street, Carlton, 3053, Victoria, Australia by 31st August 1982. Further enquiries to G. Hyde, Tel: (03) 419 8811. H14

PARIS

French publisher in science, art and humanities seeks energetic young graduate with real intellectual enthusiasm to handle translation rights in Paris. Some experience essential. Apply by letter with photograph to Pierre Berès, Rempart 393 rue Lecourbe, 75015 Paris H12

NEW ZEALAND
CANTERBURY MUSEUM
CHRISTCHURCH

DIRECTOR

Applications are invited for the post of Director of the Canterbury Museum to take effect from the retirement of the present Director, on 28th February, 1983.

The Museum is under the control of the Canterbury Museum Trust Board, and is maintained principally by Local Authority rates for collections on Antiquities, Geology, Ecology, Anthropology, Applied Arts and Public Affairs, and Sub-Antarctic regions and the applied Arts and to encourage and assist research.

Salary: N.Z. $30,000 – $37,500

Qualifications – Honours degree or equivalent. Administrative skills together with experience and knowledge of Museum Curatorial duties including display, housing and maintenance of collections.

For schedule of further information telephone or write to the Secretary, Canterbury Museum Trust Board, Rolleston Avenue, Christchurch 1, New Zealand (Telephone 68-579).

Applications close on 31st July 1982. H18

FULLY QUALIFIED Spanish teacher required as full or auxiliary teacher of Spanish conversation during August (first two weeks) at Academia Lex, Avda Sarriena 193-1°, Barcelona (Barcelona) Spain. H12

Don'sdiary

Sunday

Spend most of morning fitting new exhaust to three-year-old car. As I lie on my back on the cold garage floor, flecks of rust dropping on to my face, I reflect on our impending house move and the economies it necessitates. My four-year-old garage hand assists by hiding the day's two most important spanners and one of the clamps. The need to stay in after lunch to entertain prospective purchasers of our property affords the opportunity to work on a paper which is well overdue on my personal schedule. Promise myself to give its completion high priority, but consultation with diary indicates postponement for at least two weeks.

Monday

Early drive down M1 to Sheffield to make the first of two visits during the day to firms which are potential host companies for our research project on quality control, funded by the Department of Industry. Morning is spent with acceptance manager of an instrument manufacturing company, which is concerned to improve goods-inwards inspection procedures. Never cease to be amazed at the work needed to improve the management of quality in UK industry.

Afternoon appointment is with the father of a final-year undergraduate, who also happens to be the managing director of a large cutlery firm, a well-known and respected figure in the business. That we have got together owes largely to the efforts of his son, so inspired by my lectures on statistical quality control that he talked his father into contacting me. With that sort of introduction I can be sure to disappoint the father.

Leave Sheffield at 5.30pm. Arrive home around one hour later just in time to kiss Sue goodbye as she exits house on way to teach yoga at 7pm. Five minutes after saying "Hello" to eight-year-old daughter and tucking "Dr Who" into bed, knock at door announces arrival of househunters who just "happen to be passing . . ."

Tuesday

Thankful to have a half-day in management centre, but find that a discussion with immediate colleagues on next year's restructured second year undergraduate course takes up most of the time I had intended to spend writing letters and yesterday's interview notes; maybe this evening? Grab ten minutes reading through notes for afternoon's talk at CALDIS Quality Circles Seminar in Halifax. As a DoI recommended speaker, I am to talk about quality control in UK manufacturing industry, a subject which can make depressing conversation.

The short drive to Halifax in glorious weather before lunch gives a brief glimpse of the magnificent Bronte country and reminds me that on Saturday it is Sue's birthday, which we often spend in and around Haworth. Must make time to buy present and card.

Afternoon seminar and preceding lunch with chairman and other speakers is enjoyable. Particularly pleased to make acquaintance of John Prentice, recently scientific adviser at British Embassy in Tokyo. His knowledge of Japanese approach to management of manufacturing is so vast that I hang on to every word. Seminar is extremely well attended by local industrialists and interest in quality circles is so intense that discussions prevent my leaving before 8.30 p.m. By 9.30 p.m. am happy to collapse before the box to watch *Play for Today*, which brings on sleep within the hour.

Wednesday

Senior colleague Keith Lockyer arrives at house at 7.20 a.m. to drive us both to New Pudsey Station for 7.49 Bradford Executive to Kings Cross. Am grateful for the 125 Intercity service which allows two appointments in the capital in the day without staying overnight. Our morning discussions at the Procurement Executive of the Ministry of Defence confirm our view of the importance of our work on quality control and emphasises the role that customer pressure is playing in increasing industrial awareness of the need for quality improvement. It is unfortunate that many companies are not sure what to do to effect the improvement.

In the afternoon Keith and I present the results of first phase of research project to a DoI steering committee: the paymasters. They seem pleased with the work of our two research assistants, if a little perturbed by our findings. Leave London by the 17.50, but not before making necessary purchases for Saturday. Arrive home around 9.00 pm exhausted.

Thursday

Teaching undergraduates and MBA students today will make a pleasant change from rushing around the country. Have a couple of hours, preparation time before first two-hour lecture/tutorial slot with Business Studies III. The practical exercise on plant layout is good fun, as usual, *proving that even 21-year-olds still* enjoy playing with Dinky Toy type models: don't we all? MBA elective on material requirements planning is also participative – a main feature in all our teaching now. Thursday evening being Sue's second yoga class, allows a few hours quiet work on letters, research reports and a start on the structure of first management centre research seminar, which I have been asked to organize. That will teach me to keep my mouth closed at postgraduate school meetings!

Friday

First two hours are repeat of yesterday's plant layout exercise, this time with Managerial Sciences IV. It is always obvious, when teaching this class, that the year out in industry is a tremendous maturing process, the difference between three and four year final-year students being far greater than their one year age difference. This does not alter their enjoyment of laying out plant models, however.

Friday afternoon is always reserved for an informal research meeting with immediate colleagues and a late game of squash. The former sets the scene for next week, the latter prepares one for the weekend. Or is it the other way round?

Saturday

A high-pitched 'Happy Birthday' duet at 8am means that Sue does not get a birthday lie-in, but that is not one of her surprises. She does, however, drink a cup of tea in bed before we set off for the day to Bingley, Haworth and the moors. On the way I decide tomorrow will begin with a check on the car exhaust system. Did I ever find that clamp? I shall never make a car mechanic.

John S. Oakland

The author is a lecturer in production management at the University of Bradford Management Centre.

Learning self-growth the hard way

Timothy S. Healy

Last year a group of students at the university in which I serve, all young men, decided they would like to put a year of their lives into some kind of service. They decided that if the Nicaraguan government would accept them, they would like to work there.

Once preliminary soundings had indicated they would be accepted, they spent two months working some eight hours a day on Spanish. Every available live source of information about Nicaragua was invited to campus to lecture on its history, its people, its customs, and indeed about the other nations of Central America.

Thanks to their hosts, each of the ten was guaranteed placement with a job to do and a family to live with. The only rule agreed upon from the outset was that any involvement in politics was inappropriate and indeed would threaten the whole enterprise. No academic credit for their work was asked for or offered.

For all the good that ten able generalists can accomplish in a troubled country, a university's interest in their work has to be principally how much the experience helps them to grow. I have just returned from visiting them and would like to comment on that growth.

None of us tried to analyse these young men or their backgrounds; they come from six different states, represent the three major religious traditions of America and plan careers as diverse as law, public administration, banking, higher education and medicine.

First they learned Spanish, abstractly and distantly here in the United States, and with urgency and speed in Nicaragua.

A second obvious gain for all of them was the vision of their own nation from outside its borders, indeed, from an embattled and revolutionary republic towards which the United States makes menacing gestures, a country which we have all but officially decied to "destabilize," and about which our national bellicosity is equalled only by our ignorance. Of all places on earth from which a sharp eye can be cast back at the United States, Nicaragua in the school year 1981–82 is probably as good as any.

These students have been able to absorb this vision of our stupidity, without at the same time buying the gross simplicities of revolutionary rhetoric. Even without the conditioning that everyone my age had against both fascisms in the 1930s and 1940s, these young men share what they feel to be a general Nicaraguan resistance to slogans and understand that for the *campesinos* and the little people of the cities, the principal political issue is that the killing not start again and that decency and order be kept.

They have had more intimate changes to absorb. All have lived with and among poor people who are willing to give of what little they have, provided that it be not demanded and that it be gracefully accepted. They have learned to do without running water and electricity, to write letters by candelight thick with moths, and to work in a daily simplicity quite unimaginable in the busy world of an urban university.

In a sense, they are asked to translate the industrial twentieth century into the agricultural and hungry world of the nineteenth, and at the same time keep alive their sense that at least part of their acceptance comes from their technical skill, their ability to translate a carpenter's manual into a small school, to lay out and build a basketball court, and to be useful in 100 different ways.

I don't think I could analyse the range of changes in them. The most significant is a deepening in every aspect of their minds and their reflection. Each now laughs at his imagined picture of Nicaragua before arriving; each was amazed at how quickly all were both welcomed and accepted, and at how Nicaraguans cooly separate them from our government's posturings; each acknowledges that "reentry" into the materialism of America will be painful and difficult.

Finally, all ten as a group concede that the religious understanding which motivated their offer to come had only grown deeper in Nicaragua. At a long evening session, I quizzed them about the continuities between what they were thinking and doing now and their university experience. They said that abstractly the most important was their openness to strangeness, and their ability to adapt to it.

Georgetown is old-fashioned enough to believe that to help make citizens is the principal good it does on its ground. All these young citizens have learned that they are inescapably American, and that their own land, for all its uncertainties and is habit of looking East-West rather than North-South, is still the stablest and strongest democracy at work in the hemisphere.

Citizenship has been deepened by hardship, confusion, loneliness and, despite busy days, the chance to ponder, undistracted by familiarity. They have been forced to integrate their university years, all the golden theories and rules, the "scattering bright" securities of youth, with the facts of hunger, of need, and the fearsome cost of public stupidity. All of them took on their work for religious reasons and that understanding has grown too.

The letters these young men have written back have given their labour some notoriety at Georgetown, enough to generate a group of 14 who wish to replace them, this time including women. Talking to the replacements was like talking to freshmen. No teacher can map out for the young how they will grow and change under the force of either beauty of pain. One knows the springs of growth and the magic that will release them are there. To control how and when they meet is not in any university's keeping.

Peace studies: time to end the conflict

Christopher Price

What with the Pope and the Falklands, I suspect this is the right week to be talking about peace studies. I do so with the more enthusiasm, because I have just returned from Cyprus where two decades of political violence have brought a wealth of experience in the unfashionable art of making peace.

Peace is in academic trouble as a field of study in the UK as well as in global difficulties at the UN. The basic problem is that our universities are still vocational training schools for the middle and upper classes. Classics was always a vocational training, first for the priesthood, and then for imperial administrators. In the nineteenth century, a mindless, middle-class belief in "improvement" brought science and engineering to our universities. In the twentieth war itself became vocational.

The MoD has just reluctantly revealed to the Select Committee on Education the massive extent of its involvement in university research. Just as trade used to follow the flag, now academia follows commercial profit, and war is big, commercially successful business. So I shall try to tip the scales by making a tiny plea for peace studies.

Its fragility at Lancaster and Bradford is not solely due to the absence of an ITT or ICI lobby; or even to the mindless attacks by soviet-style politicos like Dr Boyson. It is part of an academic pattern, a reversion to the 1945 norm, a defensive solidarity barricading traditional departments.

Like the schools, the universities must get back to basics too, and this means rooting out the counter-revolutionary development of the 1960s. Peace is a field for lateral thinkers, needing experts in anthropology, advanced ballistics and history. They don't glue together easily.

I suspect peace is such an ill-studied art partly because the major twists of history have been dictated by major strides in military technology – from the invention of the phalanx by Philip of Macedon through that of the stirrup which held the West against Islam at Poitiers in 732 to H bombs and Exocet missiles.

But the creation of peace after war is just as important to skill – and a far more delicate enterprise. Few in politics understand it.

Which brings me back to Cyprus. Ever since 1974 (or 1963, or 1955 or any other date you care to mention) there has been an uneasy mixture of war and peace; and negotiators quite as skilled as the PhDs in control engineering who developed Exocet, have been trying to make peace work. Indeed some who have gone there as soldiers in the pattern of Lords Carver and Mountbatten have returned as philosophers of peace.

By a wierd accident, the current negotiator between Greeks and Turks is Hugo Gobbi, one of the brightest brains in Argentina, and a UN diplomat because he chooses not to work for Galtieri. When I went to talk to him about Cyprus, I found him wrestling with the application of the techniques of peace in the Eastern Mediterranean to those of the South Atlantic.

I muse about peace, Cyprus and the Falklands, because I do believe that that which is studied most closely and seriously, is best executed; that much of such study best takes place in universities; and that peace is the most criminally understudied field in the West. One cannot even conceptualize a Peace Research Council.

Even the SSRC, locked as it is into the politico-academic wars of Rothschild v. Joseph v. Posner is not really equipped to get a grip of the task. It needs a whole creative expansion of thought and energy, which university departmentalism – to say nothing of lack of resources – precludes.

The parallel with biotechnology is instructive. Even with the injection of tempting tranches of UGC and research council money, and DoI scouts matching pound for pound, it remains extraordinarily difficult to corral biologists, geneticists and chemical engineers into the same team. If we are to stop the world blowing itself up with military-academic inattitudes, I suspect that peace must be given a priority even higher than biotechnology.

There is plenty of raw material. Even in the House of Commons we have delicate ancient demarcation lines on the floor to keep the violence verbal. The UN is a great powerhouse of words and strategems to stabilize emotions and stop people shooting each other. But war makes better headlines, and there are too many Dr Boysons taking the mickey out of peace today.

Words are powerful weapons of denigration and they've been used in our popular press of late almost entirely to denigrate peace. If eloquence could be used in the opposite sense – to praise peace – it might save Britain from a fairly horrible fate, if we go on as we are at the moment.

LETTERS TO THE EDITOR

Leverhulme support for Industrial Relations Unit

Sir, – My attention has been drawn to a complaint attributed to Lord Beloff (*THES*, May 21) that the SSRC Industrial Relations Unit at Warwick had not completed the badly needed Oxford history of trade unions beyond Volume I.

The history of British trade unions referred to has never been either a responsibility of the SSRC unit or an object of SSRC funds. Volume I of this history (1889–1910), published in 1964, was one of a number of publications concerned with trade unions which resulted from a succession of grants to Nuffield College made by the Leverhulme Trust between 1956 and 1968, the date when the group at Oxford dispersed. Professor Hugh Clegg, one of the trio of authors of Volume I is now working on Volume II (1911–1933) on the strength of a four-year fellowship at the University of Warwick (*not* the SSRC Unit) financed by the Leverhulme Trust for the purpose.

A regrettable feature of Lord Rothschild's report on the SSRC is the currency he gives to Lord Beloff's opinions of the Industrial Relations Unit at Warwick with no reference at all to the continuous support given to the unit by the Leverhulme Trustees who, it might be thought, have rather more practical experience of the subject matter than has Lord Beloff.

When the unit was set up by the SSRC in 1970, with Professor Clegg as first director, the trustees, volunteered a matching grant of £100,000 over the next five years to enable the unit to develop more rapidly and on a wider front. In 1976, with Professor G. S. Bain as director, they made a grant of £87,000 for a study by the unit of conciliation and arbitration. Most recently, they have made a grant of £66,150 to enable Professor W. Brown, the new director, to continue to pursue his special interest in pay determination.

This record of approval was known to Lord Rothschild. I provided it in response to his request for information and comment and, the report tells me, it was duly received.

Yours faithfully,
RONALD TRESS
Director,
The Leverhulme Trust.

English standards

Sir – I was interested to see that Professor Dennis supported the view of Professor Brian Cox about deteriorating standards in undergrduate English (*THES*, May 28). Senior members of university staffs are not always as aware of this problem as they might be. This is probably because the distribution of students unable to express themselves satisfactorily is uneven.

In my experience, students of the law and of classics tend to be highly literate; students of English and of social studies do not. Moreover, different subjects require different quantities of writing. In some cases it is possible for a student with difficulties in linguistic expression to go undetected throughout his university career, with potentially unhappy results in his later professional life.

In my view, there is an undesirable hiatus in English teaching between school and university. Professor Dennis, like Professor Cox, seems to blame the comprehensive schools for this, but it is not so simple. The universities have to bear in mind that far more pupils are being taught English to A level and to Scottish Highers than ever before.

The entire first-year intake of the universities is a small part of the output of the schools and may not be catered for adequately. We cannot rely on the public examinations to sort the matter out for us, because very often the examiners look for techniques quite other than those required in university.

Therefore the universities will have to provide the necessary tuition themselves. They cannot continue to expect ordered prose from their students without making some provision for teaching it.

Yours faithfully,
PHILIP HOBSBAUM
Reader in English Literature,
University of Glasgow.

One-sided argument

Sir, – Brian Morton clearly misunderstands (*THES*, May 28) what was intended in *Educated for Employment?*, published by The Social Affairs Unit. The book is the second in a series entitled *Agenda for Debate*. Debaters can scarcely be expected to promote both sides of an argument. They put forward points which need answering. This I did and have so far seen no reasoned reply to my description of what things can be like in FE colleges. Brian Morton himself elevates my final comment that the system will change only when consumers become more aware of what they are paying for into a solution to the problem (which he admits exists and is now exposed) and then condemns it as simple, while failing to understand that this is merely a first step. I proposed no solution, since the essential reforms are so vast that another book would have been necessary to detail them.

By no means all the abuses I described happen all the time in every college, but they happen more frequently than the glib complacency of those whose power and prestige depend on the myth that all is well will admit.

Yours,
MARINA OLIVER
The Social Affairs Unit,
1 Lord North Street, London.

SSRC debate

Sir – In your editorial (*THES* May 28) you suggested that there should be a renewed "intellectual debate" about how social science research should be directed, and in a piece by Paul Flather (*THES* June 4 page 4) he reminds us of some of the elements in this debate which were current about a year ago.

The THES is too good a journal, and Paul Flather too good a journalist, for it to be necessary for you to whip up stale porridge (if Lord Rothschild will forgive the mixed metaphor) in this way. If, as I hope, the Rothschild recommendations are approved, it is perhaps likely that in three years or so a new look will be taken at social science research. And when the Inquisitor asks – "And what have you done during the last three years?" – do we really want to reply – "Well we have had a jolly good intellectual debate on how research ought to be commissioned." If we *did* give that answer, then, in the words of the famous nineteenth century cartoon: "The billous old gentleman would feel sick."

What the social scientists should continue to do is to put in damned good research applications to the SSRC and other funders, so that the chairmen of our new committees are forced to report each year that their task of selection has been made almost impossibly difficult because of the plethora of excellent work waiting to be done.

Paul Flather had a quite separate piece on the front page of June 4 issue which discussed some of our present problems of getting money to do the research which only the academic community can perform. Not all my academic colleagues may understand the connexion between Paul Flather's two stories – many of them are, very properly, too busy with research to bother about these manoeuvres. But you and I, Sir, who live in the world of telegrams and anger, should see the connexion, and behave accordingly.

The new committees to which Paul Flather referred are short on women, and polytechnic lecturers, and (which Flather does not mention) rather short also on people from industry. Some of these deficiencies I hope will be redressed over the next year. But nobody looking at the formidable list of distinguished and active researchers in the list of 105 names (to be published in our next *Newsletter* at the end of month) will doubt the continued adherence of the SSRC to the highest standards of intellectual quality.

One small but important error in Paul Flather's piece – applicants for funds do not apply to "committees" – they apply to the council, and we send their documents to the committee whose remit will lead it to be interested by the proposed work. The committees in turn will continue to be advised by referees.

Yours faithfully,
MICHAEL POSNER
Social Science Research Council.

London reorganization

Sir, – The proposed merger of Bedford and Royal Holloway colleges at Egham is in some important respects broadly in line with the statement of academic policy recently laid down by London University, particularly the specific proposals for the optimum size and location of science departments, which clearly involve a level of investment in terms of equipment with which one can afford to embark on a programme of expensive mistakes.

The situation is however less straightforward for arts, and it is worth emphasizing that the subjects reviewed do not as yet include history or law, particularly as no specific recommendations are being made after the review of the social sciences and other subjects grouped with them for UGC purposes.

For languages, the university proposes that a greater role should be played by the existing central institutes in concentrating activities and indeed has accepted the view that more institutes are required, notably in Romance languages and English. Against this background, the prospect of relocation outside London would appear (at least for these subjects) to be an aberrant centrifugal move, though as it happens the model of which most has been heard is *de facto* one-dimensional, the East-West axis.

Surrey (the western extremity) has obvious attractions to offer by way of compensation, but not as a catchment area for purely local recruitment, and the suggestion of a regional role for the enlarged institution is not easy to reconcile with the Senate's call for greater intercollegiate collaboration and a shift or at least extension of loyltes from individual sbcools to the university as a whole.

Many who endorse this latter aim and accept that it necessarily implies some degree of disruption remain doubtful how far worthwhile collaboration can be achieved by the relativey crude mechanism of pairbonding between schools. The optimum mobilization of a federal university's very considerable academic resources would hardly be monogamous, but the detailed arrangements necessary seem more closely analogous to parental access and visiting rights than to simply living happily ever after.

In the meantime, however, and in the absence of a system of student transport such as that long enjoyed by the ILEA, it is deeply disturbing to hear access to central research facilities and graduate activities being dismissed as the preoccupation of a mandarin fringe, and one very much hopes that for arts at least, all schools will contribute actively in trying to find the right solution for the next 20 years.

Yours faithfully,
S. G. PEMBROKE
(Department of Greek)
Bedford College,
University of London.

Thanks to dean

Sir, – The committee appointed by the University of Bristol has now produced its proposals on the future of the University (*University Newsletter* May 27). We deeply regret the potential reforms are so vast that the major cuts in the school of education staffing are to be achieved without immediate resort to compulsory redundancies; this will reduce the scale but not the scope of our activities. In the light of this information, we should like, through your columns, to take this opportunity to thank the many people, both in this country and abroad, who have expressed their support for the school. We have been greatly encouraged during the recent difficult months by the confidence that has been expressed in the value of our activities.

We also wish to express our profound regret at the misleading picture of the role of the dean of the school, Professor Peter Robinson, that was conveyed by your front page article on April 30. Throughout the period of this crisis, Professor Robinson has had the support of the staff meeting and has displayed the highest standards of professional and personal integrity. Without his leadership, it is probable that the school of education would have been closed.

Yours faithfully,
ROY PARKER,
Chairman of the Staff Meeting,
School of Education,
University of Bristol.

Quality of teaching

Sir, – In his letter (*THES* May 21) Mr Steadman believes that university teaching would be improved by employing external exams. Is he not trying to control the dog by wagging its tail? Surely to control the quality of the teaching a direct approach would be far more effective – I would suggest that universities should cooperate in the production of teaching material.

DEREK ROBERTS
Trent Polytechnic.

Letters for publication should arrive by Tuesday morning. They should be as short as possible and written on one side of the paper. The editor reserves the right to cut or amend them if necessary.

CNAA and course control

Sir, – Your article, (*THES*. May 28), "NAB abandons course control." I hear the bell tolling for CNAA course-by-course validation in favour of a UGC-style operation whose radical imperfection is only too glaringly on display. Would or could CNAA's established academic validation practice hold out against a dissimilar NAB funding exercise?

Pace complaints from polytechnic principals seeking "autonomy" about the expense of the CNAA process, the institutions with CNAA course validation have gotten their degree programmes cheaply: without having had to buy in as permanent staff, at the highest levels, the otherwise requisite expertise and judgment necessary to assure degrees of appropriate, acceptable national standard.

Does anyone who has followed a course proposal from its initial submission through revision and acceptance to revalidation and reviews of progress really believe otherwise? Really believe that the current offering would have been as good today without CNAA, whatever redistribution of time and money had been devised, with or without the affordable additional staff?

Even in the (mainly self-styled) "mature" institutions the processes of "internal validation" – *partly* compromised by the "what shall we answer if . . ." approach – still find external CNAA support positively useful in maintaining and improving course standards, *against* the institutions themselves it may be, and against funding authorities. (Would such a system had existed for universities, and had been seen to exist.) Recent *THES* reports, editorial and ~~correspondence supporting an institution's right~~ to resource the underpopulated course need not also underwrite an institution's right to under-resource any course to the point of debilitating and invalidating weakness. That is what CNAA has helped prevent, by its "course control," and is still helping to prevent. Will NAB do likwise?

Yours faithfully,
ARNOLD GOLDMAN
Professor of American Studies.
University of Keele.

Union view

Universities give value for money

In statements made to deputations and through the media Sir Keith Joseph, Secretary of State for Education and Science, has been giving the impression that his financial policy in the universities is dictated in part by his responsibility to the taxpayer.

He says and implies that the universities are mere recipients of public money and in line with the cuts in public expenditure the universities must bear their share. Leaving aside the fact that the universities have borne a share of cuts out of all proportion to the rest of the public services, he seems to completely ignore the fact that the universities are not institutions that swallow up public money without giving a return for that money.

Industry pays either directly or through levies for the training of its manual staff. As far as its professional staff are concerned it is the universities which produce the engineers, the architects, the administrators, the business managers etc. It would be worthwhile doing a calculation to assess the value of this training and education given by the universities so that we could see the measure of the subsidy provided for industry and the rest of the public services.

But the story does not end there. Universities as well as being institutes of education are also virtually the only basic research organizations that this country possesses and the quality of that research is evidenced by the large number of Nobel prizewinners that this country's universities have produced.

AUT

It is significant to note too that should a crisis arise in one part of the world or another invariably it is university teachers who are called upon by the BBC and the rest of the media to explain the situation, which they are ably fitted to do because of their specialist knowledge.

The trouble is that the Government takes the view that unless something can be accurately measured then it has no value at all. It has been said cynically that the secretary of state knows the cost of everything but the value of nothing.

One becomes more and more convinced of this every time he makes a pronouncement on university finance. He has stated that it is his intention to effect a switch from the arts to science and technology aided and abetted by what has turned out to be a bumbling exercise on the part of the University Grants Committee. He has failed even to carry out this objective.

The traumas through which the universities are passing at the moment came about partly through ignorance, partly through inefficiency and partly through an animus against the moves that has taken place over the past 20 years to make university education available to a wider and wider section of the community.

When cuts in finance are made of the order now taking place they are merely symptoms of an ideological approach which sees in the universities nothing more nor less than making them the handmaidens of industry in science and technology and restricting the cultural education to the privileged few who enjoyed it in the pre-war years.

AUT therefore sees its fight against the cuts in university expenditure not only as a defensive measure to save the jobs of its members but also as a battle for the very soul of university education in this country.

Laurie Sapper

The author is general secretary of the Association of University Teachers.